DOCUMENT RESUME

ED 244 122 CE 038 959

AUTHOR Oinonen, Charlotte M.
TITLE Business and Education Survey: Employer and Employee Perceptions of School to Work Preparation. Parker Project Number 3. Bulletin No. 4372.
INSTITUTION Parker Pen Co.
REPORT NO WDPI-Bull-4372
PUB DATE May 84
NOTE 90p.; For related documents, see ED 241 799 and CE 038 665. Produced by the Parker Project, a partnership between the Parker Pen Co. and the Department of Public Instruction.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Cooperative Programs; Dropouts; Education Work Relationship; *Employee Attitudes; *Employer Attitudes; *Employment Potential; *Futures (of Society); *High School Graduates; *Job Skills; Needs Assessment; School Business Relationship; Secondary Education; Surveys; Vocational Education; Youth Employment
IDENTIFIERS Wisconsin

ABSTRACT

This publication presents Wisconsin employers' and employees' views of high school student work skills and competencies and their concerns for the future preparation of new employees. Section I explains the construction of the survey, the sampling procedures, and survey limitations. Sections II and III discuss the employer and employee populations. Information about the businesses includes location, size, activity, number of years in operation, and the business title of the respondent. Information about the employee population includes high school preparation, vocational preparation and satisfaction, work experience, satisfaction with job preparation and guidance counseling, and job success. Section IV presents data rating the skills and competencies of recent high school graduates and dropouts in regard to work preparation, employability, and job success. Businesses also rate skills that need more future emphasis to make young people better prepared for the jobs of 1990 and 2000. The hiring and training practices of the responding businesses are explained in section V, including employment policies, minimum training and educational requirements, work experience needs, and training programs. Section VI presents employer perceptions of high school vocational programs, attitudes toward minimum competency tests, and willingness to become involved in business and education partnerships. The survey instruments and 22 tables are appended. (YLB)

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BUSINESS AND EDUCATION SURVEY:
Employer and Employee Perceptions of School to Work Preparation

By

Charlotte M. Oinonen

Director, Parker Project

George Parker / Chairman of the Board / The Parker Pen Company
Herbert J. Grover / State Superintendent / Department of Public Instruction

Bulletin No. 4372

THE PARKER PROJECT

is a partnership between The Parker Pen Company and the Department of Public Instruction. This publication and all project activities are a result of this partnership and the joint funding from the Parker Fund of the Janesville Foundation and the DPI.

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FOREWORD

Concern has been expressed over the large number of youth who fail to make a successful transition from school to the world of work and over mounting youth unemployment. The needs of business and industry appear to be outdistancing the ability of secondary schools to perform successfully in their work preparation role. Many business people and educators feel that, unless we start planning now for jobs which will be in demand in 1990, students will not be prepared for work and jobs will not be filled.

It has been, and will continue to be, a policy goal of my administration that every young person should leave high school with the basic academic and job skills needed to become self-sustaining in the world of work. Moreover, while I am deeply concerned about the high unemployment rate, I am equally concerned about the growing mismatch between the skills of the young worker and the changing skill needs of business and industry.

The Department of Public Instruction and The Parker Pen Company, through the Parker Fund of the Janesville Foundation, have taken a necessary first step in planning for the improvement of the work preparation role of Wisconsin's secondary schools. Together we have introduced to Wisconsin the first state level business and education partnership which goes beyond an advisory committee role. This partnership has potential statewide impact on vocational education in secondary schools.

Approximately two-thirds of all young people enter full-time employment at or before the completion of high school. The public schools have the obligation to help assure that these young people can fill the available jobs and make a successful transition from school to the world of work. Secondary schools need to address the concerns of business and the changes in the labor market. From these needs spring the goals of the Parker Project.

Phase I of the project, beginning in December of 1981, was designed to provide the information base necessary to enhance understanding of the present performance of secondary schools, to project future vocational and occupational needs of business, and to support planning and decision-making about needed changes. At that time an information base did not exist upon which an accurate assessment could be made of our secondary schools' capacity to meet the needs of business, students, and society in 1990 and 2000.

This information base of Phase I includes Wisconsin data already collected and available and new data where current information is lacking. Five separate efforts are incorporated into the final report of Phase I. A Review of the Literature (#1) is designed to fulfill the need to identify and summarize other state and national research and literature dealing with the transition of the secondary student from school to the world of work. The Stout Analysis of Wisconsin Data (#2) focuses on the role of secondary schools in preparing youth for the world of work. The statewide Business and Education Survey (#3), mailed to 2,500 Wisconsin businesses, focuses on employer and employee perceptions of high school work preparation as related to current and future needs. Four Interpretive Essays (#4) is an effort to have the Stout and survey data interpreted by representatives from labor, business, and vocational education. Models of Business Education Partnerships (#5) identifies and describes business and education linkages, cooperative arrangements, and partnerships. The Summary of Phase I: What Is (#6) provides information from each of the five products.

This examination of the current role of secondary schools in Wisconsin and the needs of business and industry was an essential first step in planning for improvement in the role of our secondary schools in the preparation of youth for the world of work.

The six products of Phase I will be disseminated to business groups, educators, secondary schools, the VTAE system, colleges and universities, community and civic organizations, labor, and other policy and decision makers. The planning and goal-setting for Phase II cannot be accomplished until there is an understanding of the current perceptions and practices in Wisconsin.

Phase II began in April of 1983 and is designed to provide a forum for the determination of "What Should Be" for secondary education. The assessment of Wisconsin secondary schools and vocational programs and policy planning and recommendations will be the result of this phase.

An initial step in Phase II was A Futures Symposium - Youth, Work and Economic Productivity: Wisconsin at Risk, held in the fall of 1983 to generate futures thinking and goal-setting and to create a consensus on the role of secondary schools in preparing youth for the world of work and for economic productivity. People from labor, business, education, and government who are knowledgeable about trends, changes and needs of the future were selected for this planning process. Regional futures conferences will bring the same groups and decision makers together, in the summer of 1984, to address the future of secondary education, vocational education, business and education partnerships, economic development, and the effects of technology, statewide and regionally, on preparing youth for the world of work.

Phase III, the concluding phase of the Project, will review state policy initiatives, expert thinking and secondary school assessment; and lead to policy development, review, approval and ultimate implementation.

While the Parker Project is addressing the transition of the secondary student from school to work, several factors cause a sense of urgency. First, the public is concerned about the role of education in general. Questions about the quality of education have brought about an apparent crisis of confidence in public schools. Second, the challenges, problems, and opportunities facing our society suggest that the end of the 20th Century will be a period of dramatic change in business, industry, and society. Secondary schools and vocational education will need to keep abreast of these changes if Wisconsin's economy is to keep growing and remain competitive.

Our young people belong in school. With a more meaningful education brought about through the relevance of academic learning to the world of work, more young people will choose to remain in secondary schools. The schools of the future, I believe, will need to stress the basic skills to build the intellectual base needed for future job retraining and changes in employment demands. The schools will need to provide young people with the knowledge that will help them to better understand the needs of their work place and their communities.

Through the Parker Project, we intend to identify the needs of the students, industry, and education and bring them all together into a cooperative working relationship that can enhance the lives of our young people, provide for a more stable, productive state economy through a better prepared labor force, and help insure a more knowledgeable, optimistic, and aware citizenry.

Personally, I am optimistic about the future productivity of our state economy and the future role of our secondary schools in effecting a transition of youth from school to the world of work. The Parker Project is central to this effort and the cooperation and leadership of George Parker, chairman of the board of The Parker Pen Company, has been crucial. Our youth, educators, business and industry, and I are indebted to him. Indeed, we hope this example of leadership is only a beginning for a long and fruitful partnership of education and business and industry in the years to come.

Herbert J. Grover
State Superintendent of Public
Instruction
May, 1984

INTRODUCTION

The Business and Education Survey attempted to identify how Wisconsin business perceives the preparation of high school youth for the world of work. The survey was an important vehicle not only for gathering data, but also for building new relationships and dialogue between educators and the business community. The survey brought to focus the seriousness of the mutual concern for quality work preparation of high school youth. Data analysis made it evident that educators and business people must together immediately address the concerns of business and needs of Wisconsin youth.

The survey results produced surprising reactions. First, the response rate from the business community exceeded our expectations. During the fall of 1982 when the survey was conducted, the state economy was faltering with resulting layoffs and increased unemployment. Even though the survey was complex and long and despite unstable economic conditions, one-third of the companies surveyed returned completed forms. Second, state press coverage of the survey data was widespread and supportive. Few education issues over the last year were dealt with as thoroughly and as responsibly by the press in general. Third, comments from educators and business people about the data were quite consistent and are reflected in this example.

> Our foreign competitors presently are educating their future workforces on "future terms," looking to 1990 and beyond in all program planning. Wisconsin industry, through this data, is urging, even begging Wisconsin educators to share the sense of urgency and to recognize that neither traditional vocational education nor basic academic programs are providing the kind of career preparation our students need for the jobs of the future. This employer data shows the need to expand the scope of both vocational and academic programs.
>
> David E. Horn
> Manager, Training and Development
> Kearney and Trecker Corporation

This publication is organized around general topic headings which combine the survey questions into six related areas in an attempt to clearly present the survey results to the reader. Conclusions and implications are presented in the third section. All questions from the survey form are reviewed. However, only selected statistical tables have been included in Appendix B.* The sections of the report are arranged as follows:

Section I: Methodology. This section explains how the survey was constructed, the sampling procedures used, and survey limitations.

Section II: Description of Employer Respondents. This section discusses the employer population answering the survey. This description includes information about the businesses such as location, size, activity, number of years in operation, and the business title of the respondent.

Section III: Description of Employee Respondents. This section discusses the employe population. The description includes high school preparation, vocational preparation and satisfaction, work experience, satisfaction with job preparation and guidance counseling and job success.

Section IV: Competencies and Skills of Recent High School Graduates and Dropouts. This section presents data rating the skills and competencies of high school students in regard to work preparation, employability, and job success. Businesses also rate skills that need more future emphasis in order to make young people better prepared for the jobs of 1990 and 2000.

Section V: Business Hiring and Training Practices. This section explains the responding business' hiring and training practices. These include employment policies, minimum training and educational requirements, work experience needs, and training programs.

Section VI: Business Perceptions and Involvement. This section presents employer perceptions of high school vocational programs, attitudes toward minimum competency tests and willingness to become involved in business and education partnerships.

This publication presents employer views of high school student work skills and competencies and concerns for the future preparation of new employes. The 300 employes answering similar questions indicate the same concerns. Their comments are presented throughout the text of this report and are both supportive of their employer's perceptions and insightful. The reader may find the true meaning of the data revealed within the comments of these youth.

*(If you are interested in specific tables of data not included in this report, contact the Bureau for Vocational Education, Department of Public Instruction, P.O. Box 7841, Madison, WI 53707.)

While it is not the purpose of this report to compare data with other state or national research (that is the purpose of the UW-Stout Data Analysis), the findings presented here are consistent with other literature. Employers statewide and across the nation are concerned about the work preparation of youth. They are no longer just looking to education for the solution; they see preparation for the world of work as a mutual problem. The quality preparation of elementary and secondary students, the future of Wisconsin youth, and their vitality and competence in the labor force is a vital social concern to business and education, as well as a vital link to future economic development and recovery in the State of Wisconsin.

Read this report; interpret it, agree or disagree with it, discuss it with the business or educational community. The result may be a new local and statewide focus on the needs of business and education, new linkages for business-education partnerships, and a renewed quality education for employment. Much of our community's future depends on how well business and education link to create in Wisconsin the finest, best educated, most skilled work force in America.

Charlotte M. Oinonen
Director, Parker Project
April, 1984

SECTION I: METHODOLOGY

One of the first goals of the Parker Project was to identify the needs of business and industry and employers' as well as employes' perceptions regarding the preparation of high school students for work. With the assistance of the Wisconsin Association of Manufacturers and Commerce (WMC) and the Wisconsin Agri-Business Council, the survey became a joint project of the Department of Public Instruction (DPI) and The Parker Pen Company.

Instrumentation and Validation

The first step in the development of the survey instrument included meetings with the business community to determine its perception of how secondary students are prepared for work and future business needs. Several chambers of commerce from across the state were contacted, and their representatives met to discuss the proposed survey. These meetings resulted in an initial draft. The Center for Vocational Education Research in Columbus, Ohio, was also consulted. Information and questions from national surveys added to the project. Later meetings with UW-Stout to combine the data from their interviews with 25 employers further added to the survey questions. Studies from New York, Boston, Chicago, and Colorado supplemented the survey form. Finally, the original Parker Project questions from Phase I were added to the list. A consultant from the research center in Ohio helped review and eliminate questions that would not yield meaningful data.

Drafts of the survey were then sent to the Parker Project Board to be reviewed and critiqued. These drafts were re-examined by specialists and consultants within the DPI. A subsequent draft was reviewed by the UW-Madison Survey Research Center, which developed an extensive critique for inclusion in the final form. This draft was piloted with six businesses in Madison that were part of the Business and Education Coordinating Council. These businesses (Badger Broadcasting, Inc., Oscar Mayer Company, Research Products Corporation, Bank of Shorewood Hills, Wisconsin Power and Light, and the Madison Chamber of Commerce) filled out the survey and criticized the questions and length of the form. These critiques, along with suggestions and comments by the Parker Project Board, determined the survey's final form and content.

Mailing and Response

Final evaluations of the survey reduced the form's length. It was, however, felt that the questions asked were still important for the project, so the original form was divided into thirds; each new form became relatively unique, while the first page of background information remained the same. To establish a statistically valid base, the survey population was increased by tripling the mailing list and doubling the number of surveys sent to the largest companies. It was felt the sample should include all large business populations because of the number of employes involved and the number of applicants included in any hiring process. Initially, small businesses and the agriculture or agri-business community were not fully represented in the WMC mailing list; therefore, two lists were added to the WMC list. First, the Wisconsin Agri-Business Council agreed to let us use their statewide mailing list and to provide a cover letter and mailing envelopes. Second, a Department of Industry, Labor, and Human Relations' (DILHR) list of all businesses with 250 or more employes enlarged the sampling size. As a result, the final mailing of over 7,400 surveys was a combination of three lists totaling 2,500 businesses.

Sampling

Survey packets were mailed to businesses with over 50 employes and contained four survey forms for completion by various people within each company. Form A-1 was to be completed by a general administrator, manager, president, or chief executive officer; Form A-2 was to be completed by a personnel officer, personnel manager, or person responsible for hiring new employes; Form A-3 was to be completed by an immediate or direct supervisor of new employes or the person most responsible for supervising recent high school graduates or dropouts. If any of these types of people were not available, persons most knowledgeable about recent high school graduates or dropouts were asked to complete the forms to the best of their ability. Form B was to be completed by a new employe (on the job three years or less) who was a recent high school graduate or dropout. Each of these forms is found in Appendix A.

While the completion date for the survey was September 22, 1982, forms were still being received at the end of October. Approximately 25 percent of individual employers and 32 percent of all businesses receiving a survey packet completed and returned the forms.

Data Analysis

Two statistical packages were used to analyze the data: STATJOB and SPSS. All forms were manually checked for response completion, and all comments were coded by type. The DPI Word Processing Center (WPC) typed and stored all the verbal comments and pulled responses from the tape by category of response. Additional information from the survey was obtained manually and through word processing. These included names and addresses of respondents who stated a willingness to serve on a state or local assessment task force and respondents and school districts that wanted a copy of the survey report.

Survey Limitations

The Business and Education Survey had several limitations. First, the structure of the survey was confronted with several problems, foremost of which was the apparent necessity to address a large number of questions to the business community. Even after multiple revisions, the quantity of questions was too great for anyone to respond to in a reasonable length of time. The need for a shorter survey form that included as many of the questions proposed as possible caused the survey to be divided into thirds. Each form directed questions toward different respondents. This survey framework may have caused some discrepancy in data. Were the right questions asked of each group? Would the responses have been different if someone in another position in the business had filled in the survey form? While the purpose was to survey various organizational levels within businesses and compare their perceptions as well as to focus questions toward respondents' experiences, the survey's framework may, in fact, have affected the data received.

Second, the survey used limited sampling procedures. Both Paul Hassett, president of the Wisconsin Association of Manufacturers and Commerce, and Russ Weisensel, executive director of the Wisconsin Agri-Business Council, offered excellent support for the survey in the form of mailing lists, return envelopes, and a cover letter of endorsement. The response from business was greatly enhanced by this type of backing. While this support was extremely useful, it was difficult to expand the list without causing a great deal of overlapping. Another supplemental list would have caused a duplication problem that would have been very difficult to solve. To expand the list of large employers, we substituted a DILHR list of all state businesses with over 250 employes.

These three lists expanded the types and sizes of businesses in the respondent group, but the sample did not fully reflect the composition of all businesses in Wisconsin either in size, Standard Industry Classification (SIC) code, or years in business.

Finally, the survey generally contained focused questions rather than open-ended questions. While open-ended questions would have allowed respondents to determine the topics for discussion, these focused questions were specific and did not allow for variation in the topics discussed. Thus, real issues, concerns, problems, or perceptions vital to the project may have been overlooked.

SECTION II: DESCRIPTION OF EMPLOYER RESPONDENTS

Wisconsin employers that responded to the Parker Project's Business and Education Survey were asked to provide the following information: position of the respondent in the company, primary activity of the company, number of years in business, location of the main plant, and number of employes. Perceptions of how youth are prepared for employment; the future role of secondary schools; and the future needs of the business community may in part be related to plant size, location, years in business, and respondent bias.

Respondents' Positions

Three-fourths of the respondents to Form 1-A were companies' general administrators or presidents. While one-half of those completing Form A-2 were the anticipated personnel officers, approximately one-third were managers or presidents who could easily have acted as personnel managers or the ones responsible for hiring and firing new employes in a smaller business. While these people may have two or more functions within their businesses, they were asked to check only one category that best described their primary function. Therefore, there was no way of knowing how many presidents were also responsible for hiring. Form A-3 respondents were evenly divided among personnel managers, immediate or direct supervisors, and general administrators. When studying the tables or data presented in this publication, the type of employer respondent may have an impact on the interpretation.

While the intent of this survey format was to identify key people within each business for their perceptions of employe work preparation and performance, there may not have been enough questions for response from immediate supervisors or coworkers. To what extent the opinion of a general administrator, president, manager, or chief executive officer comes from second-hand information passed upward within the business is unknown. While the company president often is the spokesperson and the one responsible for establishing company trends and business-community relations, the descriptions they offer of new employes on the job may not be completely accurate. The survey data presented here can only be validated by business leaders who read this report and compare it with other literature and data in the field. Subsequent presentations to chambers of commerce and school administrators across the state began this validation process, as did the comments of those essayists who interpreted this data. While

any such data needs to be dealt with in context, the validation process that has already begun strongly confirms the information presented in the remainder of this publication.

Business Activity

The SIC codes established by the Department of Industry, Labor, and Human Relations delineated the categories used in the survey to describe the main activity of responding businesses. "Manufacturing" was the major activity of 59 percent of the businesses. The next largest group was "other," with 13 percent of the respondents. While this group was not defined in the survey, these businesses were involved in hospital and health care, food services, consulting, printing and publishing, and so forth. The "service" category represented the third largest group of respondents at 8 percent.

In summary, the employer respondent group used for this report is not entirely representative of the statewide population of businesses designated by SIC codes. This is true for several reasons. First, the survey's mailing list was based on the mailing lists of the Wisconsin Association of Manufacturers and Commerce and the Wisconsin Agri-Business Council. This explains the great percentage of respondents who fell into the "manufacturing" and "farming, agriculture, forestry, and fishing" categories. "Other" comprises a relatively large group of the respondents that did not easily fit into SIC categories; they might justifiably be categorized as "service" providers, thus totaling nearly 25 percent of the statewide distribution.

While the types of businesses in the respondent groups are not entirely representative of the types of businesses in Wisconsin generally, many similarities exist among all employers. For example, most businesses employ typists regardless of the SIC code; consequently, many entry-level occupations may bear little relationship to the businesses' primary activities or SIC codes. For example, employe respondents from businesses surveyed represented various types of jobs: secretaries, office clerks, cooks, supervisors, packers, cashiers, press operators, word processors, bookkeepers, loan officers, teletype operators, drafters, and so forth. Furthermore, many employers expressed a common need for future employes and a common perception of how secondary students today ought to be prepared for the world of work and their first jobs. In short, the SIC code itself was not a wholly useful criterion for categorizing the sample.

Another purpose of the survey was to identify those businesses in Wisconsin with the most experience in hiring recent high school graduates and dropouts and reviewing their applications (in other words, to identify those businesses that employ the most people). "Manufacturing" remains the largest statewide employer category, with 35 percent of the total. The second largest is "service," with 22 percent; the third largest is "retail trade," with 21 percent. "Farming, agriculture, forestry, and fishing," "mining," "construction," "transportation," "communication," "wholesale trade," and "finance, insurance, and real estate" together employ the other 22 percent of the workforce studied. This respondent group compares favorably with the distribution of employes for major business activities in the state. Altogether the respondents represented companies employing 57 percent of the state's private-sector workforce.

Years in Business

While the length of time in business was distributed widely over a range of 1 year to 90 or more, three-fourths of the businesses responding had been operating for 20 or more years. These companies have had many years of experience with graduates or dropouts from secondary schools. This was the experience base that the survey needed. However, biases and perceptions based on graduates of a decade or more ago might affect the attitudes expressed. Also, this type of respondent group necessitates that surveyors further identify the perceptions of newer businesses and employers in the fast-growing areas of technology, service, or entrepreneurship.

Business Location

Seven percent of the respondents located their main plants in open country or farm areas, and another 28 percent were located in cities or towns of less that 20,000. Twenty-six percent of the businesses were located in cities with populations between 20,000 and 100,000. The other 38 percent had their main plant in metropolitan areas with over 100,000 inhabitants. In summary, business locations were well distributed throughout very large metropolitan areas, smaller cities, and small towns or farm areas in the state.

Perceptions of what secondary vocational education is or should be may be different in large metropolitan areas compared to small farming communities. However, while some questions may be biased by geography, the basic business requirements for new employes (such as attitude, punctuality, attendance, and basic academic preparation) are important to employers in all geographic locations.

Number of Employes

Businesses responding to the survey were identified and categorized by the number of people they employed, ranging from 9 or less to over 1,000. Businesses with 50-99 employes and 100-249 employes were most represented in the sample. The next largest group was comprised of businesses employing 20-49 people. While 76 percent of Wisconsin businesses employ less than ten workers, this group was only 5 percent of the sample. Therefore, the businesses surveyed over-represented companies with 20 or more employes and under-represented smaller businesses. While an attempt was made to include an adequate number of small businesses in the sample population, it was difficult to get responses from those businesses. Perhaps lack of size dictated that small business respondents did not have the time to fill in the survey or the experience in dealing directly with new employes from secondary schools. Because 70 percent of new jobs in Wisconsin are created by small businesses, it will be important during Phase II of the project to validate this data with information from small businesses.

SECTION III: DESCRIPTION OF EMPLOYE RESPONDENTS

All survey forms were mailed to employers. The employers were asked to give a form to an employe in their business who was a recent high school graduate or dropout, who had no post-secondary education or training, and who had been employed in their business less than three years. These employes have been categorized according to (1) the number receiving a high school diploma, (2) high school preparation for work, (3) vocational preparation and satisfaction, (4) high school work experience, (5) current job relatedness to work experience and vocational training, (6) job satisfaction, (7) current job success, (8) success in the first job, (9) success at obtaining employment, (10) employer expectations, and (11) satisfaction with high school guidance programs.

The following data indicate that these employes were vocationally well prepared. About half of them had a full sequence of vocational preparation courses. The state average for such extensive work preparation is probably less than 25 percent. Therefore, it is important to remember these results cannot be generalized to all Wisconsin students but can provide an accurate picture of the vocational education students' perceptions about high school training and their first job experiences.

Employe Demographics

High school diplomas were earned by 89 percent of those surveyed. Males comprised 42 percent of the respondent group and females 53 percent. Those on the job for one year or less were 46 percent of the total employes surveyed; for one to two years, 24 percent; for two to three years, 15 percent; and more than three years, 10 percent. In other words, 85 percent of the employes answering the questionnaire had been on the job three years or less. This coincides with the survey requirement that respondents be recent high school graduates or dropouts.

The employe respondent group, according to this data, appears to be representative of the total state population of recent high school graduates or dropouts except for their vocational preparation. For example, while 89 percent indicated they had received their diplomas, it can be assumed that the other 11 percent had not. The latter figure corresponds favorably with the state dropout rate of 16 percent. This population is also equally divided between male and female respondents. Finally, those with three or fewer years on the job offer a representative sample of recent graduates and dropouts.

Some inferences can be made about the employability of graduates and dropouts. While approximately 11 percent of the employes sampled had not completed high school (in contrast to the state average of approximately 16 percent), this might indicate that those with high school diplomas are more employable.

High School Preparation

About one-half of the employes had a sequence of vocational education courses, including a course in their senior year designed to prepare them for work. Another 20 percent had some vocational education courses, while 18 percent had a general, academic, or college preparation program with few or no vocational education courses. However, recent graduates going on to school were not likely to be employed full-time in these types of jobs.

The employe sample group was over-represented by those who had had courses in vocational education. While one-half of the respondents had a vocational sequence which included a job preparation course in their senior year, only one-fourth of the students in high schools with federally funded vocational education programs participated in a similar sequence, according to the Vocational Education Data System (VEDS).*

Clerk Typist

"I feel I had very good high school training for this job. I was able to take courses that prepared me for my work and also with relating to persons I am involved with on the job. I especially liked the idea of simulated classes, because I feel it helped me to really understand what the job involved and how I was to handle it."

Because the survey's employe respondents were vocationally better prepared for their first job than most Wisconsin students, their work attitudes, job skills, general work orientations, and perceptions about school and school experiences may not be representative. These data should be referred to when interpreting employe responses and generalizing to the entire student population.

Vocational Preparation and Satisfaction

Over three-fourths of the employes were satisfied with the vocational training they had received in high school; only 12 percent were dissatisfied. Thus, not only did most of the respondents receive vocational training of some kind in high school, most were satisfied with that training.

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*VEDS provided the following data: 182 of 383 high school districts in Wisconsin participated in federally funded vocational education programs in 1982-83. Of the 57,451 seniors in those 182 high schools, 13,535 (24 percent) participated in a vocational sequence with a job preparation course in their senior year.

Central Information File Operator

"I felt that I learned very much in just my senior year when I took secretarial/clerical practice. We were taught to set-up and do things on our own. It helped a great deal in preparing me for a good job. A good job interview was greatly stressed throughout my entire year. Our entire class, I am sure, benefitted from the program."

Purchasing Clerk

"I really didn't plan on doing this job, so the only real prepartion that I had was learning how to type."

Shoe Salesperson

"My high school didn't provide good vocational courses. In college now I am taking a vocational class that should be required the sophomore year in high school. This will get students working for a career instead of going to college and not knowing what to major in. Being exposed to various occupations will make employes satisfied with jobs they like."

High School Work Experience

One-third of the employes responding to the survey indicated that a work experience was part of their high school vocational education program. However, 50 percent indicated that they had their own job during high school, and 15 percent had a job in a family or relative's business. Another 8 percent had odd jobs, while only 6 percent had little or no work experience while in high school. A majority of the respondents held jobs during the school year, while 41 percent had summer jobs.

Thus, the majority of employe respondents had one or more jobs on their own during high school, and most of them held jobs during the school year. Only a few had little or no work experience. It is likely, then, that most respondents who worked during their high school years had some experience in getting jobs on their own. What types of jobs these employes held are not known; however, about half of these jobs related to the employes' current positions.

Lab Manager

"High school did very little training for my current job; jobs that I had while in high school are what trained me for my job."

Co-op Student

"I think the co-op program is an excellent program for high school seniors. By working while going to school, I had a teacher to help with any questions I had about my job. The class taught things like appearance, attitude, and work habits that should be used in a company. I also was given a job after I graduated. The years of work experience really helped."

Current Job Relatedness to Work Experience and Vocational Training

One-half of the employes indicated that their present job was related to the work experience they had while in high school. About 50 percent also said their present job was related to vocational training they received in high school. There is no way of knowing from the survey data if this was the same 50 percent of the employes. However, it might be reasonable to assume that the employes coming from high schools with full vocational sequences would have a job experience in their senior year that would lead to a similar job after high school.

Secretary

"During my senior year all my classes involved in some way my career goal. I worked half days, which I feel was very good training. Even if I would have gone on to college, it taught about the working world."

Current Job Satisfaction

Of the employes surveyed, 44 percent indicated that they were "very satisfied" with their work. Another 50 percent indicated that they were "satisfied." Only 5 percent were "dissatisfied," and less than one-half percent were "very dissatisfied." In other words, an overwhelming percentage of those surveyed were satisfied with their current job.

Satisfaction with their high school vocational preparation and the relationship between their present jobs and that preparation could result in such a high level of job satisfaction. There appears to be considerable continuity between high school vocational preparation courses, high school work experiences, and current job satisfaction.

To some degree, the survey's design might have led employes to indicate a degree of satisfaction with their present work. They were not asked to evaluate any previously held jobs; nor were individuals who had left these firms surveyed. Furthermore, the survey was done at a time when jobs were scarce and employes were no doubt happy to have work!

Accounting Clerk

"Learning how to use the machines in high school is helpful, but what really is important once you are on the job is how you work with the other people in the company. How much is expected of you and how much you have truly been trained for are big factors in whether or not you will be happy at your job."

Success in the First Job

A few employers felt their new employes' performances were "excellent." Another 35.5 percent felt their performances were "good," while 43 percent said that these employes were only "adequate." A few respondents (4.5 percent) gave these employes a "poor" rating, and 14 percent expressed "no opinion." Many poor employes lose their jobs soon after being employed, so it might be reasonable to expect few of these employes would remain at their first job for any length of time. This could account for the low number of employes rated as poor.

Drafting Apprentice

"High school teachers don't stress the point that students must have self-esteem. There is a lack of self-confidence among students today. They may be capable of doing a particular job, but if they don't believe in themselves, their skills will never be perfected. Teachers should try to encourage students to set a goal for themselves, believing they can achieve it."

Statistical Claim Representative

"I know self-confidence only comes from within a person, but if they could have a high school class on it, I think it would be a great asset to some people. If you don't have confidence within you, how can you really do a good job at something you're working at?"

Success at Obtaining Employment

Forty-four percent of the employes got their own jobs after high school. Another 17 percent remained in a work experience or co-op jobs; 11 percent got jobs through friends, and only 5 percent used a local employment service. High school teachers, guidance counselors, and school placement services combined only supplied jobs for 7 percent of the students.

While most students got their first jobs after high school on their own, through a work experience, or through relatives or friends, very few students found employment through a school-related program. A part of the dissatisfaction with high school counseling services may relate to the fact that little placement assistance is provided for students.

Mailing Clerk

"I feel the high school I attended had excellent courses and teachers as far as the vocational program is concerned. As far as finding full-time jobs after high school, students had to do that on their own. The counselors didn't help at all."

Finishing Handler

"I feel that in high school you should get more training. By training I mean what to expect when going for a job, what a job really consists of. They should go to the place, work with them during the class hours, take tours of different places, and read up on them. One of the big things would be to get some training on filling out an application."

Employer Expectations

Almost all of the employes felt they had met their employers' expectations regarding skills and attitudes brought to their first job. While they felt that their employers did not expect them to have skills they did not possess, many of these skills may have been available through company training programs prior to the survey. It is also important to remember that these employes were vocationally well prepared; this may not be true of all Wisconsin high school students.

Data Entry Clerk

"I would just like to let it be known that I feel the vocational co-op program was very beneficial to me in getting a good job and preparing me for the business world."

Customer Service Representative

"Coming from a very small town, our school didn't prepare me as well as students from a larger school. We had no computers, dictaphones, or other business machines. We didn't have a vocational school we could attend or any co-op programs. I really wasn't well prepared in my own opinion."

Satisfaction With High School Guidance Programs

Two-thirds of the employes were "satisfied" or "very satisfied" with the counseling or guidance programs offered in their high schools. However, that means, nearly one-third of the employes were "dissatisfied" or "very dissatisfied." It must be remembered that most of the employes were in vocational education programs that may have had within their structure or curriculum some type of career exploration or assistance. Thus, employe dissatisfaction with guidance programs may be unrepresentative of students' attitudes statewide.

It is interesting, too, that this is the only element of high school work preparation programs about which new employes show dissatisfaction. While generally satisfied with their high school career or counseling programs, these same employes obtained their first job primarily on their own or through friends and relatives. Only 2 percent of the students indicated they got their job through their high school guidance counselors. Whether one of the functions of a counselor should be job placement is not indicated here. However, the need for more career guidance, counseling, and job-seeking skills is indicated and

reinforced by employer responses (see Section IV). In their evaluation of high school vocational education programs, career counseling was one of two categories that one-third of the employers felt was somewhat or entirely out-of-date. (The statewide ratio of counselors to students is approximately 1 to 375.) Businesses expressed a concern that too much of a counselor's time is spent on paperwork and not enough is spent on career exploration/orientation.

Electronic Technician

"My high school needs advancement of the counseling facilities. They are very weak. If I had known earlier what I know now, I would have handled my classes differently."

Machine Operator

"High schools should stress the importance of a good, skilled job. The skills are needed to be successful in the job world. More time should be spent going over the types of employment, so that high schoolers know how to prepare for the job world and what type of further education is needed."

Secretary

"Other than learning to type, my high school courses did nothing to prepare me for my current job. Little information on any career choice was available."

Welder

"Nobody cared what I did!"

SECTION IV: COMPETENCIES AND SKILLS OF RECENT HIGH SCHOOL GRADUATES AND DROPOUTS

Skills of Graduates and Dropouts

Tables 1 through 5 (all tables discussed in this section and following sections are presented in Appendix B) provide data that rate the competencies and job preparation skills of those recent high school graduates or dropouts who had been job applicants or were new employes within the last three years. Employers were asked to base their responses on experiences with job applicants and new employes; employes were asked to base their responses on the skills and competencies they felt they brought to the job from high school.

Reading Tables 1 through 5

In general, most of the employers' responses compiled in Table 1 show that high schools only adequately prepare young people for the world of work. Employers were most satisfied with the following abilities:

Competencies or Job Preparation Skills	Percent rated "excellent" or "good"
o Works with others, improves job skills	42%
o Accepts advice and supervision	36
o Speaks well enough to be understood	36
o Maintains personal health	35
o Follows through on assignments	34

Employers were least satisfied with the following abilities:

Competencies or Job Preparation Skills	Percent rated "excellent" or "good"
• Understands U.S. economic system	3%
• Has general knowledge of business operations	5
• Recognizes, solves problems by self	6
• Understands career ladders, advancement	7
• Writes well	8
• Demonstrates spelling and grammar skills	10

Competencies for which more than 10 percent of the new employes responding to the survey felt their high schools' offerings poorly prepared them were the following: general knowledge of business operations, understanding the U.S. economic system, and applying and interviewing for a job (see Table 3). In addition, they rated their preparations as merely "adequate" for only five of the competencies: spelling and grammar, general knowledge of how a business operates, recognizing and solving problems, understanding the U.S. economic system, and understanding career ladders and advancement. All other competencies and skills brought to their first jobs were perceived by them as "good" or "excellent."

Table 2 and Table 4 present those competencies and skills receiving the highest combined percentage of "excellent" and "good" ratings both by employers and employes. Table 5 compares these findings. It is interesting to note that the nine skills rated the highest by the combined group all deal with attitudes or self-presentation skills. All basic skills rank in the lower half along with specific skills required to perform the job. By comparing these ratings, it is easy to see that a high level of agreement exists between the two groups (the smaller the difference, the greater the level of agreement). While employes tended to rate all skills substantially higher than employers, the rank ordering of the skills tended to be very much the same. This correlation was +.73 (where 1.00 is a perfect correlation).

Summary

The discrepancy between employer and employe rankings of the same skills and competencies shows that much needs to be done to make students aware of employer expectations. It is likely that these employes were hired because their preparation was superior to the applicants who were not hired. It is significant that employes were talking about their own experiences and employers were basing their responses on all job applicants just out of high school. Yet, students may be setting their sights too low and falsely assuming their job preparation was adequate. It is critical that personnel officers work closely with educators to make sure employers are not expecting too much and students are assuming enough.

Personnel Clerk

"I feel high schools need to concentrate more on preparing students on how to deal with people: communication with supervisors and coworkers, effective listening and writing skills. Although I was counseled on different careers, nothing was ever mentioned about advancement within the company."

Mechanics Designer

"I only wish I could have taken more classes than I was allowed to.

Why Recent High School Graduates or Dropouts Were Not Hired

Tables 6 through 8 provide data about the responses of employers and employes asked to identify the reasons for a job applicant not being hired initially. The same competencies and skills were used here as in Tables 1 through 5.

Reading Tables 6 through 8

Table 6 lists the four major reasons employers identified for not hiring recent high school graduates or dropouts who had applied for employment. They were the following:

- Lack of appropriate job seeking competencies
- Poor attitude toward work
- Poor appearance
- Lack of specific job skills

Employes identified the same four competencies as being most crucial in an employer's decision to hire or not hire a job applicant (see Table 7). Table 8 compares employers' and employes' responses and ratings. The high level of agreement (correlation of +.88) is remarkable, especially considering that the surveys were mailed and completed independently.

Summary

Competency areas often identified by employers as being inadequately prepared for (such as reading, writing, spelling, and math skills) seem to be less emphasized in the hiring process. Perhaps those competencies cannot be easily assessed during an interview; instead, those skills that are easily observable during the interview process weigh more heavily in the decision to hire an applicant.

The employes in this survey seem to have an accurate perception of what it takes to get the first job (or at least how to avoid areas that might result in not getting the job). This knowledge obviously helped them if, in fact, they were hired. However, the perceptions of those job applicants who did not get hired were not assessed.

Secretary

"In my opinion, the high school I attended did not prepare me for a career. I dropped out in my junior year and got a full-time job. I learned more in six months at my job about working in the "real" world than I learned in the three years I attended high school."

Barrel Plater

"High school didn't help me except for the attitude in having to work. I did everything else on my own."

Reasons Recent High School Graduates or Dropouts Lose Their Jobs

Tables 9 through 11 depict employers' and employes' responses when asked to identify the reasons new employes lose their jobs or are unsuccessful once they have been hired. Responses are from personnel officers or persons most responsible for hiring and firing new employes. Employes responding to this question are ones who have been able to retain their jobs for at least the first few years.

Reading Tables 9 through 11

Employers answering this survey question identified the following major reasons that recent high school graduates or dropouts lose their jobs after being hired (see Table 9):

- Poor work habits (tardy, undependable)
- Poor work attitude
- Work lacks quality (inaccuracies, wasteful)
- Work lacks quantity (low output)
- Inability to accept advice and supervision

It is interesting that previous responses indicate some skills that contribute to not being hired initially do not necessarily cause an employe to lose the job once hired. The employes named the same five reasons along with an inability to work with others, settle differences, and understand the importance of the work (see Table 10). Both groups identified social or attitudinal qualities before specific job skills, basic skills, or skills associated with getting hired initially. Table 11 provides a comparison of the responses from the two groups; once again the correlation coefficient of +.85 indicates a high level of agreement.

Summary

A poor work attitude, poor work habits, and tardiness and undependability were unanimously identified by both employers and employes as the characteristics most frequently leading to recent graduates or dropouts losing their jobs. While both groups identified other competencies as important to job retention, these ranked much lower. Moreover, the often criticized area of basic skills was rarely a factor in losing a job. However, it is possible consistently low basic skill competencies might create other problems that the employer must deal with. In that case, poor attitudes or work habits might be singled out as the primary

cause for loss of employment when, in fact, other reasons have a bearing on the decision. Employers need to clarify this in any future studies. Dave Horn, manager of technical training at Kearney and Trecker Corporation (a major machine-tooling company) and chairman of the State Superintendent's Industrial Education Advisory Committee, stated in one of the four interpretive essays on the project:

> "These tables simply review what has been known to employers for years--A sloppy attitude will result in sloppy attendance and work habits; which result in a poor-quality product; which decreases productivity (quantity output); which requires supervision to discipline; which ultimately results in the worker losing his or her job. If sloppy attitudes and work habits are conditioned into young minds at the primary and secondary level, employers can only expect to have more and more turnover and quality problems in the future."

Clerk Typist

"They teach you how to type, use adding machines, etc., but not how to apply these skills to your job. They should be more strict with the typing, making you do letters over when there are mistakes on them until you get it right. Schools should make classes more businesslike, not as much goofing off. You don't learn that way."

Bookkeeper

"I have been taking marketing at school for three years, including the 82-83 school year. Out of the two years, one year was a waste of time. The teacher didn't want the students complaining about grades, so to make them happy and be quiet, he often raised grades that shouldn't have been raised. I still have two more years left in school, so I will just have to wait and see how they go."

Competencies and Skills for the Future

Reading Table 12

Table 12 shows that over the next decade employers feel changes will have to be made in preparing high school students for employment. They feel it is necessary to increasingly emphasize the following skills:

Skills	Percent of employers feeling more emphasis is needed
• Writing, spelling, grammar	86.5%
• Arithmetic	82.0
• Flexibility, learning new skills	82.0
• Oral communication, speech	78.0
• Applied computer literacy	77.0
• Reading/interpretation of blueprints and instructions	76.0
• Business economics	75.0
• Technology (applied science)	74.0
• Human relations	68.0
• Decision making	68.0

Summary

Overall, employers see a future need to stress basic skills, oral communication, and flexibility at learning new skills; they perceive a lesser need to concentrate on job-related or specific skills, though these, too, must continue to be taught. This emphasis on basics, human relations, and communication skills may indicate that vocational education should become a total school program in the future.

Directory Coordinator

"Their English programs should be revised; without a good background in grammar, your chances for advancement are limited. Writing skills and communication are also very important. I think the importance of these aren't fully recognized."

Accounting Manager

"Most of the skills in getting along with others, self-motivation, and work initiative came through extracurricular activities (also classes which offered lab work and projects). Mostly, I gained book knowledge in high school. Not every student is a self-motivater and a participator. Those students will lose out in the job market, where you need to recognize things on your own and handle it, too."

Filler

"I feel high school provided for schooling in my career field as a mechanic but not much as far as basic training or preparation for jobs. I learned more about business and attitude skills, decision making, and ability to follow through on assigned tasks in the Army than in high school."

SECTION V: BUSINESS HIRING AND TRAINING PRACTICES

This section provides an interesting paradox to the data previously presented. It describes actual business hiring practices, minimum training and educational requirements for new employes, difficulties encountered in hiring well-prepared employes, the need for work experience, training programs promoted by business to overcome high school deficiencies or enhance training needs, and the need for better nontraditional employment preparation in high schools.

Business Hiring Practices

Reading Table 13

Businesses were asked if they employed recent high school graduates or dropouts and, if so, on what basis. Nearly three-fourths of the respondents indicated they employed graduates or dropouts on a permanent, full-time basis; others hired them on a part-time or seasonal basis. Only 16 percent said they did not employ dropouts, and 13 percent did not employ either recent high school graduates or dropouts. (It is important to note that the survey form indicated it should not be completed unless the business hired the high school graduate or the dropout. There is no way to determine how many businesses did not respond to the survey for this reason. Despite this unknown, Wisconsin businesses remain the primary source of employment for our high schools' students.)

Summary

Many Wisconsin businesses employ high school graduates or dropouts. Employes responding to the survey are employed by these businesses in various types of jobs: secretaries, office clerks, cooks, supervisors, packers, cashiers, word processors, bookkeepers, loan officers, teletype operators, drafters, and so forth. It is difficult to determine if these are dead-end positions or what prerequisite occupational skills are necessary at the entry level. Perhaps further studies can determine how many graduates enter into a vocational career-ladder position with only high school training as a background.

Minimum Training and Educational Requirements

Reading Table 14

No entry-level minimum training or educational requirements are sought by 28 percent of the employers. A high school diploma is required by 44 percent, while only 10 percent require specific academic courses. A majority of employers, however, do require some type of training, completion of a vocational course of training, or demonstration of a job-related competency for an entry-level position.

Summary

Wisconsin may need to address a significant issue before a real change can occur in our schools. The survey reveals employer dissatisfaction with the quality of work preparation provided by the state's secondary schools. However, employers' hiring practices may be sending the wrong message to students, educators, and the public. Employers who have no educational requirements for entry-level jobs may be saying to our youth that high school is unimportant, that dropping out is acceptable, and that grades and specific courses are not relevant to the working world. As one high school dropout in the survey said, "I can earn $5.00 an hour. I don't have to go through all the hassle. Why should I stay in school?"

Employers must start setting goals for students through their hiring practices. Position descriptions need to include the message that secondary school preparation is important, and employment standards, both in hiring and retention, must be kept high.

Clerk/Cashier/Office Secretary

"The courses I received during my high school years for my career were in a sense pointless. I am presently learning new skills from my place of employment. What I learned through my high school years was helpful in a sense, but too much of the training was based on book work which was different from my present job."

Bank Services

"Most of my high school courses really didn't have any outcome on my job now. I hope though that in the near future my high-school-related courses may come to a better use for my hopeful promotion or a more high-skilled job."

Difficulties Encountered in Hiring Well-Prepared Employes

Reading and Summarizing Table 15

A clear majority (60 percent) of employers indicated it is difficult to hire recent high school graduates who are well prepared for employment. This again suggests that something must be done to make students more employable upon graduation. It is difficult to determine why employes are not well prepared or

even exactly what a well-prepared employe is; it does, however, seem to be an area of concern and frustration for employers. Again, these issues need to be addressed at the local level by employers, students, and educators.

Lab Technician

"My high school was small, so I didn't have the advantage of learning different vocations like the larger schools do."

Brake Beater

"The high school I attended seemed to be much more college oriented than job oriented. They had very few courses preparing a person for interviews or jobs."

Receptionist

"I received no preparation in high school for any job. I took a college prep plan of studies, and then I did not go on to college. All training (with the exception of one year of typing) I have received while I have been working."

Need for Work Experience

Reading and Summarizing Table 16

A vast majority of employers felt that work experience was one factor that contributed to an applicant's success in the hiring process. One-third even placed it among the three most critical elements. Because employers feel that work experience is so valuable, they may need in the future to help provide this experience to students still in school. Administrators and teachers, too, must make this a top priority and allow time and flexibility in daily scheduling so a work experience program becomes a real option for all secondary students.

Secretary

"I feel, without the first-hand experience I obtained as a co-op student, I would not have been able to secure the position I have now. Skills learned in high school are not marketable; for example, a person coming out of high school with secretarial skills (typing and shorthand) in most cases will not be able to find a secretary position, because they will not have the two or more years office experience required."

Training Programs Promoted by Business

On-the-job training was the primary method of training used by responding businesses. Private consultants and seminars were a distant second but expanded a business' ability to do the necessary training or counseling in-house. When employes went outside the company for training, employers indicated that the VTAE system seemed most responsive to their training needs, especially in required technical skill areas. However, 90 percent of the respondents did not answer the question! Whether this means that the question was confusing or that 90 percent of those answering the survey had no access to or knowledge about such programs is indeterminable. Because the survey forms were completed by new employes' direct supervisors, one would think the employers would be aware of any business-related training programs.

On-the-job training, the method most widely used by employers, provided the required technical skills and improved work attitudes. Problem-solving skills, counseling for specific job training, education programs, and general business operations were also covered by on-the-job training programs.

Summary

It appears much of the training conducted by businesses is basic and/or remedial. With the high cost of such training, employers feel that these competencies should have been taught at the high school level. K-12 public schools may need to review their roles and responsibilities in the preparation of youth for work. It also appears the VTAE system needs to promote their job-related programs. If secondary education can produce a better product in years to come, the remedial training budgets of both employers and the VTAE system could be drastically reduced and refocused on teaching higher technical skills and retraining employes displaced by job changes.

Accounts Receiving

"I received many skills in high school, but the ones I benefitted from most were the ones I received from my job after high school."

Assistant Accountant

"I have not had any high school preparation for my job; it has all been on-the-job training."

Loan Officer

"I felt high school did a good job of preparing me for college first of all. As far as preparation for a job out of high school, I felt vocational programs should have been more intense. Overall, the best experience came from on-the-job training, no matter what field."

General Office Engineering

"I believe in the co-op programs which we had in high school but wish I had more schooling for the job. I was lucky my first employer had enough faith in me to send me to a school which they provided for the employes."

Nontraditional Employment Preparation

Reading Table 17

Over 50 percent of the businesses responding to the survey felt schools should provide better preparation to high school students for future, nontraditional employment. Another one-fourth of the respondents simply indicated that they did not understand the question.

Summary

Some employers who did not understand the question may be unaware of future demographics and the impending lack of white, school-age males available for the work force in the next 20 years. Businesses may also be unaware of the future competition for qualified students, including both females and minorities, for business careers, higher educations, or military service. However, for the 51 percent who support better preparation at both the primary and secondary levels, efforts must begin now to prepare students for future employment.

Utility Clerk

"I took the college prep courses at my high school, but there were few of them. My high school did not adequately prepare me for college or working. It did not prepare anybody for much of anything, especially the women; they were advised to take home economics, look for a husband, and start a family."

SECTION VI: BUSINESS PERCEPTIONS AND INVOLVEMENT

This final section looks at survey data concerning businesses' perceptions of high school vocational programs and their role; employers' attitudes about minimum competency testing; businesses' cooperation with high schools and the VTAE system; and businesses' willingness to assess the need for partnerships at the local, state, and regional levels. Business and industry in Wisconsin appear to have a great interest in education, but a wide gap seems to exist between this interest and actual participation. It is hoped that this strong interest (expressed by a willingness to be involved in a task force examining business and education partnerships) will provide the state with opportunities to greatly expand such partnerships and improve the work preparation role of high schools.

Vocational Education Programs -- How Up-to-Date?

Reading Table 18

Businesses generally felt that high school vocational education programs were only moderately up-to-date. About half of the respondents felt course content, instruction, and building, tools, and equipment were adequate. A few businesses viewed the physical plants, tools, and equipment as the most up-to-date elements. Employers expressed concern for career counseling and work experience programs that appeared to be outdated.

Design Drafter

"In high school we had a career day in our junior year of high school. By this time it was too late to change your career plans. I feel they should hold career day in the 8th or 9th grade. This would give students time to plan high school classes to fit their future."

Teller/Clerk

"It would have helped to have had more different machines available to work with such as electronic calculators and small business computers. Talking with local employers would have helped. Several mock interviews with businessmen would certainly have made it easier to go into a real one. Learning to fill out job applications would be good."

Mechanic

"During high school power mechanics, I feel we spent too much time on body work. We should have had a week or two in this and spent more time on different kinds of electrical systems, air conditioning, and transmissions."

Employers' Attitudes About Minimum Competency Testing

Reading Table 19

Respondents overwhelmingly favored minimum competency testing for basic skills; 93 percent answered the following question affirmatively: "Do you favor the use of minimum competency tests for basic skills in the public schools?" This quite obviously reflects a growing concern over employe illiteracy and incompetence.

Design Drafter

"I find that in most schools reading and spelling are not thought of as problems. This is one major area that needs attention."

Secretary

"I feel that a student could have learned more (some areas were provided, but students were not motivated to seek out these additional areas). Overall, I feel a high school diploma is too easy to obtain - the work in the classroom (if any) is too easy and doesn't challenge or motivate a person. Classes seem to be held more for entertaining a person just to have them stay in school. The basics need to be stressed and practiced more."

Cook

"General education helps in any job situation. Ability to learn and accept guidance helped me prepare for my job preference. I'm going to Stout University and will work in food services. I could not have realized that this was my choice of a career until I was enrolled. I'm married; my wife will work as a nurse when I go to school."

Secretary/Receptionist

"I feel that high school did not prepare me well enough for this job. They did not demand enough required subjects for class hours while I attended high school. If I did not continue my education, I might not have found a job. Too many people give up easily, because they are not forced to stay in school and learn. When they graduate they realize the courses they took got them by in school, but it won't qualify in the job market."

Vocational Education and High School

Reading Table 20

Providing comprehensive vocational education programs, competencies, and job preparation skills is the responsibility of the high schools, according to 84 percent of business respondents. The small number of businesses that did not agree with the statement were concerned that a strong vocational focus might cause schools to de-emphasize basic skills, stress the work role, and not turn out well-rounded individuals ready and willing to expand their knowledge on or off the job. The latter seemed to be more concerned with what might be left out of the high school curriculum rather than what might be added to better prepare secondary students for their first jobs. The data clearly indicate that businesses want a secondary vocational education system that prepares students for the world of work; they also show that employers realize the importance of minimum competencies (as part of a vocational program), good attitudes toward work, and school-supervised work experience programs.

Proofreader

"My high school had no courses which were available to students attending there in preparing for a job. Ninety percent of students probably have to go on to other colleges or technical schools to take the same courses over again to specialize in one field or occupation. It's too bad that high schools rarely prepare a student to work in an occupation that doesn't need further schooling, unless that person is satisfied in a restaurant or grocery-department store, etc."

Salesperson

"Our school had good training and preparation for work, but some people did not take advantage of this. Now I wish I had."

Business Cooperation

Reading Table 21

One-fourth of the businesses agreed to become involved in cooperative arrangements with high schools; about 50 percent more indicated a willingness to explore opportunities for cooperation. Those businesses that appeared cautious wanted more information regarding the type of commitment necessary, the amount of time involved, and the level of committee operation (that is, local, regional, or state). This is extremely encouraging for those secondary schools which desire more cooperation with the business community. It is now up to the schools to contact, educate, and encourage employers about the opportunities and the activities available.

Winder Helper

"My high school was not very adequate as far as teaching the aspects of working in a factory. Yet, the teachers and counselors did explain to me the importance of a job; how to conduct myself with others; to follow, to listen, and learn new things that would apply to my job. High schools should give students more tours and allow them to see workers in action and tour a job service office."

Partnerships With High Schools or the VTAE System

Reading Table 22

One-third of the businesses surveyed already had a linkage, partnership, or cooperative arrangement with a high school; one-fourth had a partnership with the VTAE system. More importantly, over 60 percent had no partnership with a high school or the VTAE system. The data, however, might underestimate the amount of interaction between businesses and secondary schools, especially if the terms "partnership" and "linkage" were interpreted as meaning formal arrangements and not involvement with advisory committee members. In any case, the interaction between business and education could greatly expand, benefitting businesses, schools, communities, and--most importantly--the students.

Office Clerk

"I had originally planned on going to college full-time after high school, though I took some typing, accounting, and shorthand. I felt my high school cared nothing about what happened to me after I graduated. College was easy, because it was school, and something I had a choice about, but not nearly completely. For the chosen few (if you made up your mind in junior high), there were job/school programs involving local businesses. But that's only a few."

CONCLUSIONS AND IMPLICATIONS

This report has discussed the statewide survey and business and industry perceptions about preparation of youth for the world of work. Employer and employe characteristics have been described, and specific survey findings have been presented. Based on the survey findings, this section draws conclusions and sets forth some implications for change in the work preparation role of Wisconsin high schools.

Employers expect high schools to prepare young people for employment. Approximately 84% of the responding businesses agree or strongly agree that "It is the responsibility of our high schools to provide high school graduates a comprehensive vocational education program which leads to competencies and job preparation skills for the world of work." A "comprehensive vocational education program" for tomorrow's jobs is reflected in the following expectations for Wisconsin high school graduates.

Employers expect high schools to:

1. prepare high school students for future, non-traditional employment
2. use minimum competency tests for the basic skills
3. improve and emphasize more:
    a. the basic skills of writing, spelling, grammar, mathematics, and reading (including interpretation of blueprints and instructions)
    b. effective speech and oral communication
    c. economics of business and knowledge of business operations
    d. technology or applied science
    e. applied computer literacy
    f. flexibility and adaptability to learn new skills
    g. human relations and decision making abilities
    h. application and job interview skills
    i. general positive attitudes toward work
    j. knowledge of career ladders and career planning
    k. work experience
    l. specific occupational and job entry skills

A common thread runs through the data: Employers are generally concerned about today's youth inadequacy to obtain and hold a job. Their fears have been grounded in the difficulty of hiring well-prepared employes and in the rapidly changing job market. Employers feel if students aren't well prepared for today's job market, they will be even less prepared for the job market of 1990 or 2000, a time when business is projected to need a larger, better, and differently prepared young workforce.

Based on employer responses, the survey indicated needed changes in Wisconsin high schools.

1. Improved communication between education and business. Employers are unclear about several things. First, employers appear to be uncertain about what a partnership, linkage, or cooperative arrangement entails. This is evident by their reluctance to commit involvement in a joint task force until more details are made available. A partnership to many businesses is narrowly viewed as financial support or the commitment of large quantities of time.

   Partnerships are also conceived of as merely work experience or adopt-a-school programs. Schools need to make the effort to inform local businesses about the different types of partnerships, levels of involvement, and the mutual benefits of both.

   Schools also need to better inform businesses about nontraditional employment, the current role of the high school, and the future needs of nontraditional employment in the business community.

   If business communicated better with schools, school curriculum planners would be able to get detailed competency specifications and set course objectives accordingly. More business communication could also better enable the Department of Public Instruction and school districts to keep current with technological trends and thereby more accurately project future equipment, curriculum, and staff needs along with more reliable student labor market information.

2. Improved communication within the K-12 system. The future education program in the K-12 public schools must include more emphasis on the basic skills, employability skills, career development activities, work experience and specific job-related skills. If students are to be successfully prepared for the world of work, then academic teachers, the vocational education teachers, the career guidance instructors, local vocational education leaders and school administrators must communicate and cooperate more effectively.

3. Improved student evaluation and competency reporting. The data indicates that employers want a certain level of competency in the basic skills and in the employability skills for new employes. Employers want an understandable, standard reporting system for all high school students which would report what competency levels students have achieved. A method of student follow-up to determine

employability, the ability to retain employment, job satisfaction, and promotability for all Wisconsin high school graduates would help to determine the success of high school program and could be the basis for a continual upgrading of high school work preparation.

4. Improved business employment practices. The data clearly states what an employer expects from a new employee (except for the specific job skill which will vary within each occupation). However, it appears that business is not using these expectations as a basis for hiring. Exactly why this is true, the data does not tell us. However, while it remains known that students can get a job without a diploma or specific courses, students will continue to view much of the K-12 curriculum as irrelevant to the workplace, employment and success. Ironically, this appears to be counter productive of the aims of the business community.

5. School supervised work experience programs within the high school. Work experience can offer to the student the reality of the work place, employability skills, specific job skill development and career exploration. All these competencies are important for getting hired and for job success.

   Work experience also effectively relates the importance of the basic skills in getting and keeping a job. This type of business and education partnership should be encouraged for all students and the benefits shown to employers, educators and students.

6. Improved communication of an education for employment. It is evident from the data that employers expect schools to do more than merely provide specific occupational skills. Work preparation for tomorrow's jobs includes basic skill competencies, communication skills, flexibility, good attitudes toward work, and an understanding of business economics and the reality of the workplace, along with a strong background in career development and school supervised work experience. This view of work preparation must be communicated to students, parents, educators and the entire business community.

As the Department of Public Instruction has presented the data to various groups across the state, participants have come to several conclusions. First, the survey data was well received. Many groups identified the problems and issues presented as part of their own personal experiences and thus were able to use the report as a catalyst for change.

Other groups were surprised at some of the survey results and became more aware of the need for better future communication between business and education. Several groups discounted the survey and the data to protect the more familiar status quo. However, the vast majority of the groups reviewing the data supported the findings and validated the research.

In general, the response to the report has been positive and exciting. The report has provided a knowledge base to help policy makers and state leaders make decisions about the future role of elementary and secondary education as it prepares our youth for the world or work. In any event the Parker Project hopes that the data from this survey will be used, in Wisconsin, to create the finest, best educated, most skilled young workforce in America.

APPENDIX A:

BUSINESS AND EDUCATION SURVEY

WISCONSIN ASSOCIATION OF
Manufacturers & Commerce
YOUR STATE CHAMBER OF COMMERCE and MANUFACTURERS ASSOCIATION

September 1982

PAUL E. HASSETT *President*
WM. R. WILBERG *VP/Operations*
WM. R. REDMOND *VP/Administration*
BONNIE L. DREWEK *Corporate Secretary*

I know that you have received many survey requests. Because of that, I am reluctant to say yes to the many requests we receive to co-sponsor such surveys. Nevertheless, this particular survey is important to the business and industrial community because we are trying to find out what needs to be done to provide a better prepared work force in Wisconsin. Therefore, I urge you to take the time to fill out this survey.

The attached letter from State Superintendent Dr. Herbert J. Grover, explains in greater detail the Parker Fund of The Janesville Foundation Project initiative. Our goal for this survey is to help build a base of information from which to direct needed changes in our high schools.

Again, I strongly urge your support to fully and completely answer the questionnaire. Together with the State Superintendent of Public Instruction, we can express our needs and concerns in this survey and show that we still have hope for the future of our schools.

Please pass the enclosed surveys to the appropriate people within your organization and return them by September 22, 1982. Postage paid return envelopes are enclosed for your convenience. If you have any general questions about our involvement in the survey please call me, or if you need information about the project or the enclosed survey instruments call Dr. Charlotte Oinonen (608-266-7475) at the Department of Public Instruction.

Thank you for your help.

Sincerely,

Paul

Paul E. Hassett
President

PEH:mk

EXECUTIVE OFFICE 111 E. Wisconsin Ave. (1600 Marine Plaza) Milwaukee 53202/414-271-9428
LEGISLATIVE OFFICE 30 W. Mifflin St., #302, Madison 53703/608-255-2312

THE STATE OF WISCONSIN • DEPARTMENT OF PUBLIC INSTRUCTION
125 South Webster Street • Box 7841 • Madison, Wisconsin 53707

Herbert J. Grover, State Superintendent / B. Dean Bowles, Deputy State Superintendent

September 1982

Almost two-thirds of our young people expect to enter full-time employment at or before completion of high school. While this is not a new development, it is something about which we in public education are becoming increasingly concerned. Unemployment among our young people is high; many are leaving school without even an awareness of what full-time work means, let alone having the skills needed to survive in an ever increasingly technological world. Because these people are ending their formal education upon leaving high school, it becomes the obligation of the secondary schools to address the job needs of these students. To do so, we need the help of business and industry.

With the support of George Parker and the Parker Fund of the Janesville Foundation, we are beginning to deal with the problem. Our first step is to identify the needs of business and industry and how they tie into what the schools can do. Then we will develop a model for occupational training in the secondary schools.

You can help us by ensuring that the enclosed surveys are completed and returned. The results will be available to us in identifying current and future needs of business and in determining how our secondary schools can more adequately prepare our young people for these needs.

The fortunes of business and education are intertwined through our young people. We need to develop our human resources for the future of our state and of our society. We need to identify the needs of the student, industry, and education and join together in a spirit of cooperation that will enhance the lives of our young people, provide for a more stable state economy through a better prepared labor force, and ensure a more knowledgeable, productive, and creative citizenry.

We need to know what your needs are and how we can work together to establish and build new relationships. Thank you for your cooperation.

Sincerely,

Herbert J. Grover
State Superintendent

HJG:mk

50

GENERAL DIRECTIONS

FORMS A-1, A-2, A-3: BUSINESS AND EDUCATION SURVEY

1. Who Should Fill Out These Surveys?

Please have these surveys completed by three different people within your business who are knowledgeable about the skills and competencies of recent high school graduates or dropouts who have been employed or considered for employment by your business.

If at all possible, these three people should be (a) a general administrator, manager, president, or chief executive officer [Form A-1, blue]; (b) personnel officer or personnel manager [Form A-2, yellow]; and (c) an immediate or direct supervisor [Form A-3, green]. However, if it is not possible to distribute the survey in this manner, please have them all completed by people in your business who are the most knowledgeable and informed about the skills and competencies of recent high school graduates or dropouts. Having them all completed is vitally important to the success of the survey. Only about 15 minutes is needed to complete each survey form.

2. Definitions

Recent High School Graduate. By a recent high school graduate we mean a person (less than 21 years old) who has graduated from high school within the last three years but who has received no subsequent post-secondary education or vocational training.

Recent Dropout. By a recent dropout we mean a person (less than 21 years old) who left high school before graduation within the last three years or who completed a high school equivalency program such as a GED but who received no subsequent post-secondary education or vocational training.

FORM B: EMPLOYEE SURVEY

1. Who Should Fill Out This Survey?

Please have this survey completed by a recent high school graduate or a dropout as defined above. Also, please ask that the survey be completed while at work.

*If you do not have a recent high school graduate or dropout currently employed or if you generally do not employ recent high school graduates or dropouts, please return Form B to us unanswered. However, in any event, please have Forms A-1, A-2, and A-3 completed to the best of your ability based on perceptions of recent high school graduates or dropouts.

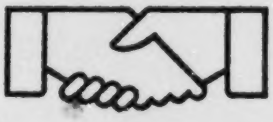
THANK YOU ----PLEASE RETURN FORMS IN THE ATTACHED, ENCLOSED ENVELOPES

TO: Paul E. Hassett, President
Wisconsin Association of Manufacturers and Commerce
111 East Wisconsin Avenue, Milwaukee, WI 53202.

BY: September 22, 1982.

If you have any questions regarding this survey or need assistance in completing this form, you may call Dr. Charlotte Oinonen (608-266-7475) at the Department of Public Instruction.

BUSINESS & EDUCATION SURVEY



Sponsored by

Parker Fund of the Janesville Foundation
Wisconsin Association of Manufacturers and Commerce
Wisconsin Department of Public Instruction

FORM A-1

Please return in the enclosed envelope by:

September 22, 1982

To:

Paul E. Hassett, President
Wisconsin Association of Manufacturers and Commerce
111 East Wisconsin Avenue
Milwaukee, Wisconsin 53202

Note: Completion of this questionnaire is voluntary.
Confidentiality of responses will be maintained.

September, 1982

GENERAL INFORMATION

1. What is the major activity of your business? (Check one.)

(1) ____ Farming, Agriculture, Forestry, Fishing
(2) ____ Mining
(3) ____ Construction
(4) ____ Manufacturing
(5) ____ Transportation, Communication
(6) ____ Wholesale Trade
(7) ____ Retail Trade
(8) ____ Finance, Insurance, and Real Estate
(9) ____ Service
(10) ____ Recreation
(11) ____ Other (specify): _____

2. How many years has your business been in operation? Number of years: _____

3. Check the one category below which best describes the location of your main plant or headquarters.

(1) ____ In open country or farm area.
(2) ____ In a city or town less than 20,000.
(3) ____ In a city over 20,000 but less than 50,000.
(4) ____ In a city or metropolitan area over 50,000 but less than 100,000.
(5) ____ In a city or metropolitan area over 100,000.
(6) ____ Other (specify): _____

4. What was the average number of employees in your business during the last 12 months?

Number of Employees: _____

5-12. Does your business employ recent high school graduates or dropouts? (Check each of the appropriate categories below.) Also indicate to the right of each category the approximate number of recent high school graduates or dropouts employed during normal economic times by your business.

		Number Employed
(5) ____	Does not employ recent high school graduates.	
(6) ____	Does not employ dropouts.	
(7) ____	Employs recent high school graduates or dropouts on a temporary or seasonal basis.	(8) _____
(9) ____	Employs recent high school graduates or dropouts on a permanent, part-time basis	(10) _____
(11) ____	Employs recent high school graduates or dropouts on a permanent, full-time basis	(12) _____

13. Do you think schools should provide better preparation to high school students for future, nontraditional employment? (Nontraditional employment occurs in a job classification where there are few others of a specific race, sex, age, or handicap represented.)

(1) ____ YES (2) ____ NO (3) ____ DO NOT KNOW

14-15. Does your business have a linkage, partnership, or cooperative arrangement with a high school or post-secondary Vocational-Technical and Adult Education system?

(14) High School . . . . . (1) ____ YES (2) ____ NO

(15) Vocational-Technical and Adult Education System . . . . . (1) ____ YES (2) ____ NO

If yes, please indicate the name, address, and telephone number of a person in your business to contact for information about the linkage, partnership, or cooperative arrangement.

Name: _____ Telephone: ( )_____

Address: _____
(Street) (City) (State) (Zip)

16. Would you or a representative from your business be willing to be involved in a state, regional, or local committee that would assess community needs for cooperative arrangements or partnerships between businesses and high schools?

(1) ____ YES (2) ____ NO (3) ____ PERHAPS

PLEASE GO ON TO THE NEXT PAGE

17-23. How up-to-date are the high school vocational education programs (not post-secondary Vocational-Technical and Adult Education programs) in your community? (Circle your answer using the 4-point scale.)

HIGH SCHOOLS	COMPLETELY UP-TO-DATE	MODERATELY UP-TO-DATE	SOMEWHAT OUT-OF-DATE	ENTIRELY OUT-OF-DATE	NO OPINION
17. Course content	4	3	2	1	9
18. Physical facilities	4	3	2	1	9
19. Tools and equipment	4	3	2	1	9
20. Instruction	4	3	2	1	9
21. Career counseling	4	3	2	1	9
22. Work experience	4	3	2	1	9
23. Other (Specify): _____ _____ . .	4	3	2	1	9

24. What would be your principal suggestion for improving high school vocational education programs (not post-secondary Vocational, Technical and Adult Education programs)?

_____

_____

_____

_____

25-45. In your opinion, which of these competencies or job preparation skills will require increased or decreased emphasis over the next decade in the preparation of high school students for employment in your business? (Circle your answer using the 5-point scale.)

COMPETENCIES/SKILLS	MUCH MORE EMPHASIS	MORE EMPHASIS	NO CHANGE	LESS EMPHASIS	MUCH LESS EMPHASIS
25. Reading/Interpretation of blueprints, instructions, etc. .	5	4	3	2	1
26. Writing/Spelling/Grammar	5	4	3	2	1
27. Arithmetic	5	4	3	2	1
28. Science	5	4	3	2	1
29. Technology (application of basic and applied science to practical problems) . .	5	4	3	2	1
30. Typing/Keyboard Skills	5	4	3	2	1
31. Metrics	5	4	3	2	1
32. Human Relations	5	4	3	2	1
33. Ability to participate in decisionmaking	5	4	3	2	1
34. Flexibility, ability to acquire new skills as jobs change	5	4	3	2	1
35. Oral communication and speaking	5	4	3	2	1
36. Economics of business	5	4	3	2	1
37. Civics/Government	5	4	3	2	1
38. Word and Information Processing	5	4	3	2	1
39. Business and Industrial Law	5	4	3	2	1
40. Foreign Language	5	4	3	2	1
41. Use of Tools	5	4	3	2	1
42. Computer Literacy and Applications	5	4	3	2	1
43. Specific Job Skills	5	4	3	2	1
44. Other (specify): _____	5	4	3	2	1
45. Other (specify): _____	5	4	3	2	1

PLEASE GO ON TO THE NEXT PAGE

46. How difficult is it for businesses such as yours to hire well prepared employees who are recent high school graduates? (Check one.)

(1) _____ Very difficult
(2) _____ Difficult
(3) _____ Not difficult
(4) _____ Not very difficult
(5) _____ We generally do not hire recent high school graduates.

47. In light of the fact that about 60% of our recent high school graduates or dropouts do not complete either a post-secondary vocational or collegiate program, how much do you agree with the following statement?

"It is a responsibility of our high schools to provide high school graduates a comprehensive vocational education program which leads to competencies and job preparation skills for the world of work."

(1) _____ Strongly agree
(2) _____ Agree
(3) _____ Disagree
(4) _____ Strongly disagree

48. If you have any other comments to make regarding the employment of recent high school graduates or dropouts, high school vocational education programs, future employment competency and skill needs, or other comments about high school preparation for the world of work, please write them below.

_____

_____

_____

_____

_____

_____

_____

_____

_____

(If you have additional comments, please enclose a separate sheet with this form.)

49. What is the name and telephone number of the person responding to this questionnaire?

Name: _____ Telephone: (___)_____

Title: _____

Please check the category below that best describes your position in the business.

(1) _____ General administrator, manager, president, or chief executive officer
(2) _____ Personnel officer or personnel manager
(3) _____ Immediate or direct supervisor
(4) _____ Other (specify): _____

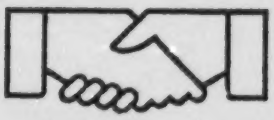
50. Would you like to receive a summary report of this survey? If so, check here (___).

51. Would you also like a summary report sent to a local school district? If so, check here (___).

If yes, what is the name of the school district? _____

THANK YOU

BUSINESS & EDUCATION SURVEY



Sponsored by

Parker Fund of the Janesville Foundation
Wisconsin Association of Manufacturers and Commerce
Wisconsin Department of Public Instruction

FORM A-2

Please return in the enclosed envelope by:

September 22, 1982

To:

Paul E. Hassett, President
Wisconsin Association of Manufacturers and Commerce
111 East Wisconsin Avenue
Milwaukee, Wisconsin 53202

Note: Completion of this questionnaire is voluntary.
Confidentiality of responses will be maintained.

September, 1982

GENERAL INFORMATION

1. What is the major activity of your business? (Check one.)

(1) _____ Farming, Agriculture, Forestry, Fishing
(2) _____ Mining
(3) _____ Construction
(4) _____ Manufacturing
(5) _____ Transportation, Communication
(6) _____ Wholesale Trade
(7) _____ Retail Trade
(8) _____ Finance, Insurance, and Real Estate
(9) _____ Service
(10) _____ Recreation
(11) _____ Other (specify): _____

2. How many years has your business been in operation? Number of years: _____

3. Check the one category below which best describes the location of your main plant or headquarters.

(1) _____ In open country or farm area.
(2) _____ In a city or town less than 20,000.
(3) _____ In a city over 20,000 but less than 50,000.
(4) _____ In a city or metropolitan area over 50,000 but less than 100,000.
(5) _____ In a city or metropolitan area over 100,000.
(6) _____ Other (specify): _____

4. What was the average number of employees in your business during the last 12 months?

Number of Employees: _____

5-12. Does your business employ recent high school graduates or dropouts? (Check each of the appropriate categories below.) Also indicate to the right of each category the approximate number of recent high school graduates or dropouts employed during normal economic times by your business.

		Number Employed
(5) _____	Does not employ recent high school graduates.	
(6) _____	Does not employ dropouts.	
(7) _____	Employs recent high school graduates or dropouts on a temporary or seasonal basis. . . . . (8)	_____
(9) _____	Employs recent high school graduates or dropouts on a permanent, part-time basis . . . . . (10)	_____
(11) _____	Employs recent high school graduates or dropouts on a permanent, full-time basis . . . . . (12)	_____

13. Do you think schools should provide better preparation to high school students for future, nontraditional employment? (Nontraditional employment occurs in a job classification where there are few others of a specific race, sex, age, or handicap represented.)

(1) _____ YES (2) _____ NO (3) _____ DO NOT KNOW

14-15. Does your business have a linkage, partnership, or cooperative arrangement with a high school or post-secondary Vocational-Technical and Adult Education system?

(14) High School . . . . . (1) _____ YES (2) _____ NO

(15) Vocational-Technical and Adult Education System . . . . . (1) _____ YES (2) _____ NO

If yes, please indicate the name, address, and telephone number of a person in your business to contact for information about the linkage, partnership, or cooperative arrangement.

Name: _____ Telephone: ( )

Address: _____
(Street) (City) (State) (Zip)

16. Would you or a representative from your business be willing to be involved in a state, regional, or local committee that would assess community needs for cooperative arrangements or partnerships between businesses and high schools?

(1) _____ YES (2) _____ NO (3) _____ PERHAPS

PLEASE GO ON TO THE NEXT PAGE 57

17-47 Directions: Please rate the competencies or job preparation skills of recent high school graduates or dropouts who have been job applicants or new employees in your business within the last three years. (Circle your answer using the 4-point scale for each of the competencies or skills.)

COMPETENCIES/SKILLS	QUALITY OF PREPARATION				NO OPINION
	EXCELLENT	GOOD	ADEQUATE	POOR	
17. Ability to work with co-workers, settle differences	4	3	2	1	9
18. Willingness to improve skills on the job for position advancement	4	3	2	1	9
19. General attitudes toward work	4	3	2	1	9
20. Understanding the value and importance of work	4	3	2	1	9
21. Mathematics	4	3	2	1	9
22 Reading	4	3	2	1	9
23. Writing	4	3	2	1	9
24. Speaking well enough to be understood	4	3	2	1	9
25. Listening well enough to understand	4	3	2	1	9
26. Spelling, grammar	4	3	2	1	9
27. Use of tools and equipment	4	3	2	1	9
28. Quantity of work, output of satisfactory amount	4	3	2	1	9
29. Quality of work, accuracy and level of waste	4	3	2	1	9
30. Accepting advice and supervision	4	3	2	1	9
31. Ability to follow through on assigned tasks	4	3	2	1	9
32. Initiative, ability to plan and direct own work	4	3	2	1	9
33. Work habits, on time and dependable	4	3	2	1	9
34. General knowledge of how a business operates	4	3	2	1	9
35. Ability to recognize a problem and solve it without being told	4	3	2	1	9
36. Ability to make a decision within their scope of work	4	3	2	1	9
37. Understanding the American economic system (supply-demand, inflation, recession, etc.)	4	3	2	1	9
38. Applying and interviewing for a job	4	3	2	1	9
39. Personal health (avoiding sickness, getting proper medical help)	4	3	2	1	9
40. Good appearance (including grooming and dress)	4	3	2	1	9
41. Safety conscious	4	3	2	1	9
42. Flexible	4	3	2	1	9
43. Specific skills required to perform the job	4	3	2	1	9
44. Applying job skills to a new task or situation	4	3	2	1	9
45. Understanding career ladders and career advancements	4	3	2	1	9
46. Other (specify): _____	4	3	2	1	9
47. Based on your experiences, how successful have recent high school graduates or dropouts been after three years of employment with your business?	4	3	2	1	9

PLEASE GO ON TO THE NEXT PAGE

48-51. What are the three competencies or job preparation skills that most often cause recent high school graduates or dropouts not to be hired initially? (Place the corresponding numbers of the competencies or skills from items 17-47 on the lines below.)

(48) 1st _____ (49) 2nd _____ (50) 3rd _____

(51) Other (specify): _____

52-55. What are the three competencies or job preparation skills which cause recent high school graduates or dropouts to lose their jobs or to be unsuccessful in their employment after they are hired? (Place the corresponding numbers of the competencies or skills from item 17-47 on the lines below.)

(52) 1st _____ (53) 2nd _____ (54) 3rd _____

(55) Other (specify): _____

56. In light of the fact that about 60% of our recent high school graduates or dropouts do not complete either a post-secondary vocational or collegiate program, how much do you agree with the following statement?

"It is a responsibility of our high schools to provide high school graduates a comprehensive vocational education program which leads to competencies and job preparation skills for the world of work."

(1) _____ Strongly agree

(2) _____ Agree

(3) _____ Disagree

(4) _____ Strongly disagree

57. If you have any other comments to make regarding recent high school graduates or dropouts, their competencies and skills, factors relating to successful employment, or other general comments about high school preparation for the world of work, please write them below.

_____

_____

_____

_____

_____

_____

(If you have additional comments, please enclose a separate sheet with this form.)

58. What is the name and telephone number of the person responding to this questionnaire?

Name: _____ Telephone: ( )_____

Title: _____

Please check the category below that best describes your position in the business.

(1) _____ General administrator, manager, president, or chief executive officer

(2) _____ Personnel officer or personnel manager

(3) _____ Immediate or direct supervisor

(4) _____ Other (specify): _____

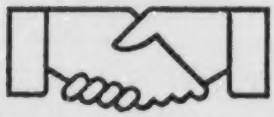
59. Would you like to receive a summary report of this survey? If so, check here (___).

60. Would you also like a summary report sent to a local school district? If so, check here (___).

If yes, what is the name of the local school district? _____

THANK YOU

BUSINESS & EDUCATION SURVEY



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Parker Fund of the Janesville Foundation
Wisconsin Association of Manufacturers and Commerce
Wisconsin Department of Public Instruction

FORM A-3

Please return in the enclosed envelope by:

September 22, 1982

To:

Paul E. Hassett, President
Wisconsin Association of Manufacturers and Commerce
111 East Wisconsin Avenue
Milwaukee, Wisconsin 53202

Note: Completion of this questionnaire is voluntary.
Confidentiality of responses will be maintained.

September, 1982

GENERAL INFORMATION

1. What is the major activity of your business? (Check one.)

(1) _____ Farming, Agriculture, Forestry, Fishing
(2) _____ Mining
(3) _____ Construction
(4) _____ Manufacturing
(5) _____ Transportation, Communication
(6) _____ Wholesale Trade
(7) _____ Retail Trade
(8) _____ Finance, Insurance, and Real Estate
(9) _____ Service
(10) _____ Recreation
(11) _____ Other (specify): _____

2. How many years has your business been in operation? Number of years: _____

3. Check the one category below which best describes the location of your main plant or headquarters.

(1) _____ In open country or farm area.
(2) _____ In a city or town less than 20,000.
(3) _____ In a city over 20,000 but less than 50,000.
(4) _____ In a city or metropolitan area over 50,000 but less than 100,000.
(5) _____ In a city or metropolitan area over 100,000.
(6) _____ Other (specify): _____

4. What was the average number of employees in your business during the last 12 months?

Number of Employees: _____

5-12. Does your business employ recent high school graduates or dropouts? (Check each of the appropriate categories below.) Also indicate to the right of each category the approximate number of recent high school graduates or dropouts employed during normal economic times by your business.

Number Employed

(5) _____ Does not employ recent high school graduates.
(6) _____ Does not employ dropouts.
(7) _____ Employs recent high school graduates or dropouts on a temporary or seasonal basis. . . . . (8) _____
(9) _____ Employs recent high school graduates or dropouts on a permanent, part-time basis . . . . . (10) _____
(11) _____ Employs recent high school graduates or dropouts on a permanent, full-time basis . . . . . (12) _____

13. Do you think schools should provide better preparation to high school students for future, nontraditional employment? (Nontraditional employment occurs in a job classification where there are few others of a specific race, sex, age, or handicap represented.)

(1) _____ YES (2) _____ NO (3) _____ DO NOT KNOW

14-15. Does your business have a linkage, partnership, or cooperative arrangement with a high school or post-secondary Vocational-Technical and Adult Education system?

(14) High School . . . . . (1) _____ YES (2) _____ NO

(15) Vocational-Technical and Adult Education System . . . . . (1) _____ YES (2) _____ NO

If yes, please indicate the name, address, and telephone number of a person in your business to contact for information about the linkage, partnership, or cooperative arrangement.

Name: _____ Telephone: ( )

Address: _____
(Street) (City) (State) (Zip)

16. Would you or a representative from your business be willing to be involved in a state, regional, or local committee that would assess community needs for cooperative arrangements or partnerships between businesses and high schools?

(1) _____ YES (2) _____ NO (3) _____ PERHAPS

PLEASE GO ON TO THE NEXT PAGE 61

17. What are the general minimum training and educational requirements for most entry level positions in your business which do not require post-secondary, collegiate, or professional training? (Check all that may apply.)

(1) _____ No requirements
(2) _____ High school diploma
(3) _____ Some specific academic courses in such areas as science or mathematics
(4) _____ Some training in a high school vocational or technical program
(5) _____ Completion of a course study in a high school vocational or technical program
(6) _____ Demonstration of job-related competency
(7) _____ Other (specify): _____

18. To what extent is prior work experience considered when you hire for most entry level positions in your business which do not require post-secondary, collegiate, or professional trainin? (Check one.)

(1) _____ Work experience is not considered.
(2) _____ Work experience is of slight importance.
(3) _____ Work experience is one of many factors.
(4) _____ Work experience is one of the two or three very important factors.
(5) _____ Work experience is the most important factor.

19-31. What types of educational, training, or counseling programs has your business conducted, promoted, or required for employees who are recent high school graduates or dropouts. (Check all that apply. Sources of training may include company seminars, public schools, Vocational-Technical and Adult Education, colleges, on the job, etc.). If you have not done any of these below, check here (___) and skip to question 32.

TOPICS	CHECK IF PROGRAM WAS CONDUCTED, PROMOTED, OR REQUIRED	SOURCE OF TRAINING
19. Math or computational skills	____	_____
20. Reading skills	____	_____
21. Writing skills	____	_____
22. Listening skills	____	_____
23. Speaking skills	____	_____
24. Work attitudes	____	_____
25. Problem-solving skills	____	_____
26. General knowledge of how a business operates	____	_____
27. Technical or job skills required in the job (procedures, equipment operation, etc.)	____	_____
28. Counseling on career selection	____	_____
29. Counseling for specific job training and educational programs	____	_____
30. Other (specify): _____ . .	____	_____
31. Other (specify): _____ . .	____	_____

32. In light of the fact that about 60% of our recent high school graduates or dropouts do not complete either a post-secondary vocational or collegiate program, how much do you agree with the following statement?

"It is a responsibility of our high schools to provide high school graduates a comprehensive vocational education program which leads to competencies and job preparation skills for the world of work."

(1) _____ Strongly agree
(2) _____ Agree
(3) _____ Disagree
(4) _____ Strongly disagree

PLEASE GO ON TO THE NEXT PAGE

33. Many public and professional educators are interested in minimum competency testing in the basic skills of reading, writing, and mathematics. Wisconsin recently passed legislation establishing a voluntary pupil competency testing program in local school districts. Do you favor the use of minimum competency tests for the basic skills in the public schools? (Check one)

(1) _____ YES (2) _____ NO

34. If you have any other comments to make regarding the employment of recent high school graduates or dropouts, training in your business, minimum competency testing, or other general comments about high school preparation for the world of work, please write them below.

(If you have additional comments, please enclose a separate sheet with this form.)

35. What is the name and telephone number of the person responding to this questionnaire?

Name: _____ Telephone: ( ) _____

Title: _____

Please check the category below that best describes your position in the business.

(1) _____ General administrator, manager, president, or chief executive officer
(2) _____ Personnel officer or personnel manager
(3) _____ Immediate or direct supervisor
(4) _____ Other (specify): _____

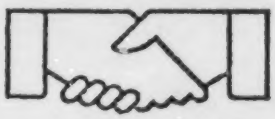
36. Would you like to receive a summary report of this survey? If so, check here (___).

37. Would you also like a summary report sent to a local school district? If so, check here (___).

If yes, what is the name of the school district? _____

THANK YOU

BUSINESS & EDUCATION SURVEY



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Wisconsin Department of Public Instruction

FORM B

EMPLOYEE SURVEY

Please return in the enclosed envelope by:

September 22, 1982

To:

Paul E. Hassett, President
Wisconsin Association of Manufacturers and Commerce
111 East Wisconsin Avenue
Milwaukee, Wisconsin 53202

Note: Completion of this questionnaire is voluntary.
Confidentiality of responses will be maintained.

September, 1982

1-30 Directions: Please rate the skills or attitudes you brought to this job from the high school you attended. The skills and attitudes are listed in the column on the left. The section on the right gives a rating scale for each of the skills and attitudes. (Circle your answer using the 4-point scale.)

ATTITUDES/SKILLS	QUALITY OF PREPARATION				DON'T KNOW
	EXCELLENT	GOOD	ADEQUATE	POOR	
1. Ability to work with co-workers, settle differences, etc.	4	3	2	1	9
2. Willingness to improve skills on the job for position advancement	4	3	2	1	9
3. General attitudes toward work	4	3	2	1	9
4. Understanding the value and importance of work	4	3	2	1	9
5. Mathematics	4	3	2	1	9
6. Reading	4	3	2	1	9
7. Writing	4	3	2	1	9
8. Speaking well enough to be understood	4	3	2	1	9
9. Listening well enough to understand	4	3	2	1	9
10. Spelling, grammar	4	3	2	1	9
11. Use of tools and equipment	4	3	2	1	9
12. Quantity of work, output of satisfactory amount	4	3	2	1	9
13. Quality of work, accuracy and level of waste, etc.	4	3	2	1	9
14. Accepting advice and supervision	4	3	2	1	9
15. Ability to follow through on assigned tasks	4	3	2	1	9
16. Initiative, ability to plan and direct own work	4	3	2	1	9
17. Work habits, on time and dependable	4	3	2	1	9
18. General knowledge of how a business operates	4	3	2	1	9
19. Ability to recognize a problem and solve it without being told	4	3	2	1	9
20. Ability to make a decision within your scope of work	4	3	2	1	9
21. Understanding the American economic system (supply-demand, inflation, recession, etc.)	4	3	2	1	9
22. Applying and interviewing for a job	4	3	2	1	9
23. Personal health (avoiding sickness, getting proper medical help)	4	3	2	1	9
24. Good appearance (including grooming and dress)	4	3	2	1	9
25. Safety conscious	4	3	2	1	9
26. Flexible	4	3	2	1	9
27. Specific skills required to perform the job	4	3	2	1	9
28. Applying job skills to a new task or situation	4	3	2	1	9
29. Understanding career ladders and career advancements	4	3	2	1	9
30. Other (specify) _____	4	3	2	1	9

31-34 What do you think are the three skills or attitudes which cause recent high school graduates or dropouts to lose their job or to be unsuccessful in their employment after they are hired? (Place the corresponding numbers of the skills or attitudes from items 1-30 on the lines below.)

(31) 1st _____ (32) 2nd _____ (33) 3rd _____

(34) Other (specify): _____

35-38. What do you think are the three skills or attitudes that most often cause a recent high school graduate or dropout not to be hired initially? (Place the corresponding numbers of the skills or attitudes from items 1-30 on the lines below.)

(35) 1st _____ (36) 2nd _____ (37) 3rd_____

(38) Other (specify): _____

39. Did you graduate and receive a diploma from a high school? If so, please check here (____).

40. What preparation for work did you have in high school? (Check one.)

(1) ____ I took a sequence of courses in a vocational education program which included a course in my senior year that was designed to prepare me for a job.

(2) ____ I took some courses in a vocational education program, but I did not have a course in my senior year that prepared me for a job.

(3) ____ I took a general, academic, or college preparation program and had little or no vocational education courses.

(4) ____ Other (specify): _____

41. How satisfied are you with the vocational education training you received at your high school? (Check one.)

(1) ____ I am very satisfied.

(2) ____ I am satisfied.

(3) ____ I am dissatisfied.

(4) ____ I am very dissatisfied.

(5) ____ I received no high school vocational education training.

42. Is your present job related to the vocational training you received in high school? (Check one.)

(1) ____ YES (2) ____ NO (3)____ I received no high school vocational preparation.

43. What kind of work experience did you have while in high school? (Check all that apply.)

(1) ____ I had a job as part of my vocational education program in high school.

(2) ____ I got my job or jobs on my own.

(3) ____ I had a job in my family's or a relative's business.

(4) ____ I had odd jobs but no regular or part-time jobs.

(5) ____ I had little or no work experience while in high school.

(6) ____ I had jobs during most summers.

(7) ____ I had a job during the school year.

44. Is your present job related to the work experience you had while in high school?

(1) ____ YES (2) ____ NO (3) ____ I received no work experience in high school.

45. How satisfied are you with the work you are now doing? (Check one.)

(1) ____ I am very satisfied. Comments: _____

(2) ____ I am satisfied. _____

(3) ____ I am dissatisfied. _____

(4) ____ I am very dissatisfied. _____

46. How satisfied are you with the assistance, counseling, or career guidance programs that were available at your high school to help you plan for a career or a job? (Check one.)

(1) ____ I am very satisfied. Comments: _____

(2) ____ I am satisfied. _____

(3) ____ I am dissatisfied. _____

(4) ____ I am very dissatisfied. _____

PLEASE GO ON TO THE NEXT PAGE

47. How did you obtain your first job <u>after</u> high school? (Check one.)

(1) _____ High school placement service
(2) _____ High school guidance counselor
(3) _____ High school teacher
(4) _____ Local employment job service
(5) _____ Relatives
(6) _____ I kept a work experience or co-op job.
(7) _____ I got my own job.
(8) _____ Friends
(9) _____ Other (specify): _____

48. Did your employer expect you to have skills or attitudes which you did not possess?

(1) _____ YES (2) _____ NO

49-50. If yes, please list two of the skills or attitudes which your employer expected you to have when you were hired that you did not have. (Look back to questions 1-30 to help answer this if necessary.)

(49) _____

Do you feel that your high school should have provided or assisted you in acquiring this skill or attitude?

(1) _____ YES (2) _____ NO

(50) _____

Do you feel that your high school should have provided or assisted you in acquiring this skill or attitude?

(1) _____ YES (2) _____ NO

51-53. What education or training have you received since you were hired for your first job after high school. (You may include company seminars, on-the-job training, public schools, colleges, Vocational-Technical and Adult Education. Please give the subject matter or topics of the education or training too.)

(51) _____

(52) _____

(53) _____

54. If you have any other comments to make regarding your high school preparation for this job, please write them below.

_____

_____

_____

_____

_____

_____

_____

_____

_____

(If you have additional comments, please enclose a separate sheet with this form.)

55. What is the name of the person responding to this questionnaire?

Name: _____ Sex: M or F (Circle one)

Title of job held: _____ Time on job: _____ (Number of years)

THANK YOU

APPENDIX B:

STATISTICAL TABLES

TABLE 1. Employers' Ratings of Competencies or Skills of Job Applicants and Employees Who Are Recent High School Graduates or Dropouts (Employers:Personnel Officers)*

Question: Please rate the competencies or job preparation skills of recent high school graduates or dropouts who have been job applicants or new employees in your business within the last three years.

Competencies/Skills	Excellent N	(%)	Good N	(%)	Adequate N	(%)	Poor N	(%)	No Opinion N	(%)
Work with others, settle differences	18	(4%)	180	(38%)	200	(43%)	28	(5%)	44	(9%)
Willing to improve job skills, advance	22	(5)	170	(36)	191	(41)	50	(11)	37	(8)
General attitudes toward work	15	(3)	125	(27)	213	(45)	83	(18)	34	(7)
Understands value/importance of work	6	(1)	88	(19)	200	(43)	137	(29)	39	(8)
Mathematics	4	(1)	52	(11)	218	(46)	119	(25)	77	(16)
Reading	4	(1)	60	(13)	240	(51)	99	(21)	67	(14)
Writing	3	(1)	36	(8)	202	(43)	166	(35)	63	(13)
Speaking well enough to be understood	17	(4)	151	(32)	244	(52)	27	(6)	31	(7)
Listening well enough to understand	9	(2)	106	(23)	255	(54)	67	(14)	33	(7)
Spelling, grammar	7	(2)	39	(8)	163	(35)	206	(44)	55	(12)
Use of tools & equipment	9	(2)	126	(27)	224	(48)	39	(8)	72	(15)
Quantity of work, amount of output	14	(3)	140	(30)	241	(51)	38	(8)	37	(8)
Quality of work, accuracy, no waste	10	(2)	110	(23)	259	(55)	51	(11)	40	(9)
Accepting advice and supervision	18	(4)	151	(32)	209	(45)	52	(11)	40	(9)
Following through on assignments	9	(2)	149	(32)	234	(50)	40	(8)	38	(8)
Initiative, planning, directing own work	5	(1)	42	(9)	234	(50)	145	(31)	44	(9)
Work habits, on time, dependable	22	(5)	118	(25)	200	(43)	94	(20)	36	(8)
General knowledge of business operations	3	(1)	19	(4)	150	(32)	248	(53)	50	(11)
Recognizing, solving problems independently	1	(a)#	29	(6)	210	(45)	174	(37)	56	(12)
Making decisions within own scope of work	2	(.5)	66	(14)	266	(57)	84	(18)	52	(11)
Understanding U.S. economic system	2	(.5)	12	(3)	99	(21)	264	(56)	93	(20)
Applying & interviewing for a job	5	(1)	50	(11)	218	(46)	157	(33)	40	(9)
Personal health (avoiding illness, etc.)	20	(4)	144	(31)	209	(44)	43	(9)	54	(12)
Good appearance (grooming, dress)	14	(3)	127	(27)	221	(47)	76	(16)	32	(7)
Safety conscious	12	(3)	92	(20)	232	(49)	72	(15)	62	(13)
Flexible	13	(3)	129	(27)	239	(51)	41	(9)	48	(10)
Specific skills required to perform the job	10	(2)	69	(15)	264	(56)	81	(17)	46	(10)
Applying job skills to new situations	6	(1)	80	(17)	255	(54)	59	(13)	70	(15)
Understanding career ladders, advancement	1	(a)#	33	(7)	191	(41)	165	(35)	80	(17)
Other (specify)	0	(0)	3	(.5)	6	(1)	21	(4)	440	(94)

(a) = less than 1/2%

* Employer Form 2: 54% were personnel officers or personnel managers.

TABLE 2. Employers' Ratings of Competencies or Skills of Job Applicants and Employees Who Are Recent High School Graduates or Dropouts (Arranged in Order of Percentages for Excellent or Good Ratings)
(Employers: Personnel Officers)*

Item No.	Competency or Skills	Excellent or good (%)	Item No.	Competency or Skill	Excellent or good (%)
17	Work with others, settle differences	(42%)	20	Understanding value/importance of work	(20%)
18	Willing to improve job skills, advance	(41)	44	Applying job skills to new tasks	(18)
30	Accepting advice and supervision	(36)	43	Specific skills needs to do the job	(17)
24	Speaking well enough to be understood	(36)	36	Making decisions in own scope of work	(14)
39	Personal health (avoid illness (etc.)	(35)	22	Reading	(14)
31	Following through on assignments	(34)	21	Mathematics	(12)
28	Quantity of work, amount of output	(33)	38	Applying and interviewing for a job	(12)
42	Flexible	(30)	32	Initiative, planning, directing own work	(10)
40	Good appearance (grooming, dress)	(30)	26	Spelling, grammar	(10)
19	General attitudes toward work	(30)	23	Writing	(8)
33	Work habits, on time, dependable	(30)	45	Understanding career ladders, advancement	(7)
27	Use of tools and equipment	(29)	35	Recognizing, solving problems by self	(6)
29	Quality of work, accuracy, no waste	(25)	34	General knowledge of business operations	(5)
25	Listening well enough to understand	(25)	37	Understanding U.S. economic system	(3)
41	Safety conscious	(22)	46	Other (specify)	(1)

Employer Form 2 Respondents: 54% were personnel officers or personnel managers.

TABLE 3. Employees' Ratings of the Skills or Attitudes They Brought to the Present Job from Their High School (Employees)*

Question: Please rate the skills or attitudes you brought to this job from the high school you attended.

Competencies/Skills	Excellent N	Excellent (%)	Good N	Good (%)	Adequate N	Adequate (%)	Poor N	Poor (%)	No Opinion N	No Opinion (%)
Work with others, settle differences	109	(29%)	185	(50%)	59	(16%)	16	(4%)	2	(.5%)
Willing to improve job skills to advance	153	(41)	148	(40)	52	(14)	13	(4)	5	(1)
General attitudes toward work	104	(28)	206	(56)	48	(13)	11	(3)	2	(.5)
Understanding value/importance of work	172	(46)	141	(38)	42	(11)	13	(4)	3	(1)
Mathematics	77	(21)	187	(50)	90	(24)	14	(4)	3	(1)
Reading	92	(25)	199	(54)	70	(19)	7	(2)	3	(1)
Writing	92	(25)	180	(49)	84	(23)	13	(3.5)	2	(.5)
Speaking well enough to be understood	95	(26)	203	(55)	64	(17)	8	(2)	1	(a)#
Listening well enough to understand	97	(26)	202	(54)	63	(17)	8	(2)	1	(a)#
Spelling, Grammar	93	(25)	151	(41)	103	(28)	22	(6)	2	(.5)
Use of tools and equipment	117	(32)	163	(44)	55	(15)	27	(7)	9	(2)
Quantity of work, amount of output	102	(28)	186	(50)	62	(17)	12	(3)	9	(2)
Quality of work, accuracy, no waste	111	(30)	189	(51)	55	(15)	11	(3)	5	(1)
Accepting advice and supervision	144	(39)	173	(47)	43	(12)	9	(2)	2	(.5)
Following through on assignments	147	(40)	182	(49)	37	(10)	4	(1)	1	(a)#
Initiative, plan, direct own work	103	(28)	182	(49)	69	(19)	11	(3)	6	(2)
Work habits, on time, dependable	167	(45)	152	(41)	45	(12)	6	(2)	1	(a)#
General knowledge of business operations	44	(12)	152	(41)	126	(34)	42	(11)	7	(2)
Recognizing, solving problems by self	70	(19)	186	(50)	98	(26)	12	(3)	5	(1)
Making decisions within own scope of work	71	(19)	193	(52)	88	(24)	12	(3)	7	(2)
Understanding U.S. economic system	52	(14)	143	(39)	122	(33)	46	(12)	8	(2)
Applying and interviewing for a job	109	(29)	143	(39)	72	(19)	45	(12)	2	(1/2)
Personal health (avoiding illness, etc.)	128	(35)	134	(36)	78	(21)	24	(6)	7	(2)
Good appearance (grooming, dress)	117	(32)	184	(50)	50	(14)	19	(5)	1	(a)#
Safety conscious	111	(30)	153	(41)	82	(22)	20	(5)	5	(1)
Flexible	92	(25)	180	(49)	74	(20)	14	(4)	11	(3)
Specific skills required to perform the job	86	(23)	181	(49)	73	(20)	24	(7)	7	(2)
Applying job skills to new situations	67	(18)	200	(54)	87	(24)	11	(3)	6	(2)
Understanding career ladders, advancement	58	(16)	173	(47)	100	(27)	31	(8)	9	(2)
Other (specify)	13	(4)	7	(2)	0	(0)	6	(2)	345	(93)

(a) = less than 1/2%

* Employee Form B Respondents were recent high school graduates or dropouts. 85% have been on their first job 3 years or less.

TABLE 4. Employees' Ratings of the Skills or Attitudes They Brought to Their Present Job from Their High School (Arranged in Order of Percentages for Excellent or Good) (Employees)*

Item No.	Attitudes or Skills	Excellent or good (%)	Item No.	Attitudes or Skill	Excellent or good (%)
15	Following through on assignments	(89%)	7	Writing	(73%)
17	Work habits, on time, dependable	(86)	26	Flexible	(73)
14	Accepting advice and supervision	(85)	27	Specific skills required to do job	(72)
4	Understanding value/importance of work	(84)	28	Applying job skills to new situations	(72)
3	General attitudes toward work	(83.5)	5	Mathematics	(71)
2	Willing to improve job skills to advance	(81)	20	Making decisions in own scope of work	(71)
24	Good appearance (grooming, dress)	(81)	25	Safety conscious	(71)
13	Quality of work, accuracy, no waste	(81)	23	Personal health (avoiding illness, etc.)	(71)
9	Listening well enough to understand	(81)	19	Recognizing, solving problems by self	(69)
8	Speaking well enough to be understood	(80)	22	Applying and interviewing for a job	(68)
1	Work with others, settle differences	(79)	10	Spelling, grammar	(66)
6	Reading	(78)	29	Understanding career ladders, advancement	(62)
12	Quantity of work, amount of output	(78)	18	General knowledge of business operations	(53)
16	Initiative, plan, direct own work	(77)	21	Understanding U.S. economic system	(53)
11	Use of tools and equipment	(75)	30	Other (specify)	(5)

*Employee Form B Respondents were recent high school graduates or dropouts. 85% have been on their first job 3 years or less.

TABLE 5. Attitudes, Skills, and Competencies of Recent High School Graduates or Dropouts as Rated by Employers and Employees (Arranged in Order of Combined Ranks of Percentage of Excellent and Good Ratings)

Attitudes, Skills, or Competencies	Employers Rank Order	Employees Rank Order	Combined Rank Order	Difference
Accepting advice and supervision	3	3	6	0
Ability to follow through on assigned tasks	6	1	7	+5
Willingness to improve job skills to advance	2	6	8	-4
Working with others, settle differences, etc.	1	11	12	-10
Work habits, on time and dependable	11	2	13	+9
Speaking well enough to be understood	4	10	14	-6
General attitudes toward work	10	5	15	+5
Good appearance (include grooming, dress)	9	7	16	+2
Understanding the value and importance of work	16	4	20	+12
Quantity of work, output of satisfactory amount	7	13	20	-6
Quality of work, accuracy & level of waste	13	8	21	-5
Listening well enough to understand	14	9	23	+5
Flexible	8	17	25	-9
Use of tools and equipment	12	15	27	-3
Personal health (avoiding sickness, etc.)	5	23	28	-18
Reading	20	12	32	+8
Specific skills required to perform the job	18	18	36	0
Applying job skills to a new task/situation	17	19	36	-2
Initiative, ability to plan/direct own work	23	14	37	+9
Safety conscious	15	22	37	-7
Making decision within own scope of work	19	21	40	-2
Mathematics	21	20	41	+1
Writing	25	16	41	+9
Applying and interviewing for a job	22	25	47	-3
Spelling, grammar	24	26	50	-2
Ability to recognize, solve problems without being told	27	24	51	+3
Understanding career ladders and advancements	26	27	53	-1
General knowledge of how a business operates	28	28	56	0
Understanding U.S. economic system	29	29	58	0

The rank-order correlation coefficient between these two respondent groups was calculated at Rho = + .73

TABLE 6. Employers' Nominations of Skills Lacked by Recent High School Graduates or Dropouts Which Cause Them Not to be Hired Initially (Employers:Personnel Officers)*

Question: What are the three competencies or job preparation skills that most often cause recent high school graduates or dropouts not to be hired initially?

Competencies/Skills	First N	First (%)	Second N	Second (%)	Third N	Third (%)	Total N
Work with others, settle differences	9	(2%)	2	(1.5%)	6	(1%)	17
Willing to improve job skills, advance	2	(a)#	1	(a)#	6	(1)	9
General attitudes toward work	74	(16)	48	(10)	40	(9)	162
Understands value/importance of work	12	(3)	22	(5)	19	(4)	53
Mathematics	15	(3)	16	(3)	12	(3)	43
Reading	14	(3)	13	(3)	7	(2)	34
Writing	19	(4)	20	(4)	15	(3)	54
Speaking well enough to be understood	19	(4)	31	(7)	29	(6)	79
Listening well enough to understand	4	(1)	11	(2)	12	(3)	27
Spelling, grammar	15	(3)	32	(7)	18	(4)	65
Use of tools & equipment	10	(2)	8	(2)	5	(1)	23
Quantity of work, amount of output	1	(a)#	3	(.5)	3	(.5)	7
Quality of work, accuracy, no waste	4	(1)	6	(1)	3	(.5)	13
Accepting advice and supervision	1	(a)#	4	(1)	7	(2)	12
Following through on assignments	0	(0)	1	(a)#	2	(.5)	3
Initiative, plans, directs own work	7	(2)	8	(2)	10	(2)	25
Work habits, on time, dependable	22	(5)	28	(6)	27	(6)	77
General knowledge of business operations	4	(1)	6	(1)	4	(1)	14
Recognizing, solving problems by self	2	(.5)	1	(a)#	6	(1)	9
Making decisions in own area of work	1	(a)#	2	(.5)	2	(.5)	5
Understands U.S. economic system	1	(a)#	0	(0)	5	(1)	6
Applying & interviewing for a job	91	(19)	41	(9)	42	(9)	174
Personal health (avoiding illness, etc.)	1	(a)#	0	(0)	3	(.5)	4
Good appearance (grooming, dress)	30	(6)	66	(14)	68	(15)	164
Safety conscious	1	(a)#	0	(0)	2	(.5)	3
Flexible	1	(a)#	2	(.5)	3	(.5)	6
Specific skills required to perform job	54	(12)	29	(6)	23	(5)	106
Applying job skills to new situations	1	(a)#	1	(a)#	1	(a)#	3
Understanding career ladders, advancement	0	(0)	2	(.5)	0	(0)	2
Other (Specify)	3	(.5)	0	(0)	2	(.5)	5
No Response	52	(11)	65	(14)	88	(18)	206
Total	470	(99)**	470	(99.5)**	470	(101)**	1842

* Employer Form A-2 Respondents: 54% were personnel officers or personnel managers.
\# (a) = less than 1/2%
** Total does not equal 100% due to rounding

TABLE 7. Employes Nominations of Skills Lacked by Recent High School Graduates and Dropouts Which Cause Them Not to Be Hired Initially (Employe Form B)*

Question: What do you think are the three skills or attitudes that most often cause a recent high school graduate or dropout not to be hired initially?

Competencies/Skills	First N	First (%)	Second N	Second (%)	Third N	Third (%)	Total N
Work with others, settle differences	4	(1)	3	(1)	2	(.5)	9
Willing to improve job skills, advance	7	(2)	2	(1/2)	4	(1)	13
General attitudes toward work	48	(13)	30	(8)	35	(9)	113
Understands value/importance of work	11	(3)	13	(4)	11	(3)	35
Mathematics	7	(2)	5	(1)	2	(.5)	14
Reading	12	(3)	11	(3)	3	(1)	26
Writing	1	(a)#	9	(2)	8	(2)	18
Speaking well enough to be understood	18	(5)	35	(9)	41	(11)	94
Listening well enough to understand	6	(2)	6	(2)	15	(4)	27
Spelling, grammar	10	(3)	13	(4)	21	(6)	44
Use of tools & equipment	4	(1)	3	(1)	5	(1)	12
Quantity of work, amount of output	1	(a)#	4	(1)	0	(0)	5
Quality of work, accuracy, no waste	0	(0)	2	(.5)	2	(.5)	4
Accepting advice and supervision	1	(a)#	8	(2)	6	(2)	15
Following through on assignments	1	(a)#	2	(.5)	2	(.5)	5
Initiative, plans, directs own work	1	(a)#	2	(.5)	4	(1)	7
Work habits, on time, dependable	9	(2)	14	(4)	16	(4)	39
General knowledge of business operations	3	(1)	4	(1)	14	(4)	21
Recognizing, solving problems by self	0	(0)	1	(a)#	1	(a)#	2
Making decisions in own area of work	0	(0)	0	(0)	1	(a)#	1
Understands U.S. economic system	0	(0)	0	(0)	3	(1)	3
Applying & interviewing for a job	82	(22)	59	(16)	35	(9)	176
Personal health (avoiding illness, etc.)	1	(a)#	10	(3)	3	(1)	14
Good appearance (grooming, dress)	77	(21)	70	(19)	59	(16)	206
Safety conscious	0	(0)	0	(0)	1	(a)#	1
Flexible	1	(a)#	1	(a)#	2	(.5)	4
Specific skills required to perform job	45	(12)	38	(10)	36	(10)	119
Applying job skills to new situations	0	(0)	2	(.5)	2	(.5)	4
Understands career ladders, advancement	0	(0)	1	(a)#	2	(.5)	3
Other (Specify)	0	(0)	0	(0)	1	(a)#	1
No Response	21	(6)	23	(6)	34	(9)	424
Total	371	(99)**	371	(99.5)**	371	(98.5)**	1459

* Employe Form Respondents consisted of recent high school graduates, of which 85% have been on their job 3 years or less.
\# (a) = less than 1/2%
** Total does not equal 100% due to rounding

TABLE 8. Skills Lacked By Recent High School Graduates and Dropouts Which Caused Them Not To Be Hired Initially, as Nominated By Employers and Employees (Arranged in Order of Combined Ranks of the Total Number of Nominations).

Competencies/Skills	Ranks Employers	Employees	Sum	Difference*
Applying & interviewing for a job	1	2	3	-1
Good appearance (grooming, dress)	2	1	3	+1
General attitudes toward work	3	4	7	-1
Specific skills required to perform job	4	3	7	+1
Speaking well enough to be understood	5	5	10	0
Spelling, grammar	7	6	13	+1
Work habits, on time, dependable	6	7	13	-1
Understands value/importance of work	9	8	17	+1
Writing	8	12	20	-4
Reading	11	10	21	+1
Listening well enough to understand	12	9	21	+3
Mathematics	10	15	25	-5
General knowledge of business operations	16	11	27	+5
Use of tools & equipment	14	16.5	30.5	-2.5
Accepting advice and supervision	18	14	32	+4
Initiative, plans, directs own work	13	19	32	-6
Work with others, settle differences	15	18	33	-3
Willing to improve job skills, advance	19	16.5	35.5	+2.5
Personal health (avoiding illness, etc.)	26	13	39	+13
Quality of work, accuracy, no waste	17	23	40	-6
Quantity of work, amount of output	21	20.5	41.5	+.5
Flexible	22.5	23	45.5	-.5
Recognizing, solving problems by self	20	27	47	-7
Understands U.S. economic system	22.5	25.5	48	-3
Following through on assignments	28	20.5	48.5	+7.5
Applying job skills to new situations	28	23	51	+5
Making decisions in own area of work	24.5	29	53.5	-4.5
Other (Specify)	24.5	29	53.5	-4.5
Understands career ladders, advancement	30	25.5	55.5	+4.5
Safety conscious	28	29	57	-1

*The rank-order correlation coefficient, Rho, between the two sets of ranks was calculated to be +.88.

TABLE 9. Employer Nominations of Skills Lacked by Recent High School Graduates or Dropouts Which Cause Them to Lose Their Jobs or To Be Unsuccessful After They Are Hired (Employers: Personnel Officers)*

Question: What are the three competencies or job preparation skills which cause recent high school graduates or dropouts to lose their jobs or to be unsuccessful in their employment after they are hired?

Competencies/Skills	First N	First (%)	Second N	Second (%)	Third N	Third (%)	Total N
Work with others, settle differences	21	(5%)	12	(3%)	24	(5%)	57
Willing to improve job skills, advance	6	(1)	5	(1)	7	(2)	18
General attitudes toward work	69	(15)	61	(13)	44	(9)	174
Understands value/importance of work	12	(3)	18	(4)	23	(5)	53
Mathematics	4	(1)	1	(a)#	1	(a)#	6
Reading	0	(0)	2	(.5)	0	(0)	2
Writing	0	(0)	1	(a)#	1	(a)#	2
Speaking well enough to be understood	0	(0)	3	(.5)	1	(a)#	4
Listening well enough to understand	3	(.5)	5	(1)	6	(1)	14
Spelling, grammar	2	(.5)	0	(0)	1	(a)#	3
Use of tools & equipment	2	(.5)	3	(.5)	5	(1)	10
Quantity of work, amount of output	16	(3)	56	(12)	41	(9)	113
Quality of work, accuracy, no waste	24	(5)	55	(12)	52	(11)	131
Accepting advice and supervision	13	(3)	32	(7)	50	(11)	95
Following through on assignments	7	(2)	26	(6)	20	(4)	53
Initiative, plans, directs own work	12	(3)	18	(4)	15	(3)	45
Work habits, on time, dependable	192	(41)	58	(12)	41	(9)	291
General knowledge of business operations	1	(a)#	3	(.5)	4	(1)	8
Recognizing, solving problems by self	6	(1)	7	(2)	11	(2)	24
Making decisions in own area of work	0	(0)	5	(1)	7	(2)	12
Understands U.S. economic system	0	(0)	1	(a)#	1	(a)#	2
Applying & interviewing for a job	0	(0)	0	(0)	0	(0)	0
Personal health (avoiding illness,etc.)	2	(.5)	4	(1)	2	(.5)	8
Good appearance (grooming, dress)	1	(a)#	1	(a)#	1	(a)#	3
Safety conscious	0	(0)	3	(.5)	6	(1)	9
Flexible	1	(a)#	3	(.5)	2	(.5)	6
Specific skills required to perform job	6	(1)	4	(1)	9	(2)	19
Applying job skills to new situations	2	(.5)	5	(1)	3	(.5)	10
Understands career ladders, advancement	1	(a)#	0	(0)	0	(0)	1
Other (Specify)	3	(.5)	1	(a)#	0	(0)	4
No Response	64	(14)	77	(16)	92	(20)	659
Total	470	(101)**	470	(100)	470	(99.5)**	1836

* Employer Form A-2 respondents: 54% were personnel officers or personnel managers.
\# a = less than 1/2%
** Total does not equal 100% due to rounding

TABLE 10. Employee's Nominations of Skills Lacked by Recent High School Graduates or Dropouts Which Cause Them to Lose Their Jobs or To Be Unsuccessful After They Are Hired (Employees)*

Question: What do you think are the three skills or attitudes which cause recent high school graduates or dropouts to lose their job or to be unsuccessful in their employment after they are hired.

Competencies/Skills	First N	First (%)	Second N	Second (%)	Third N	Third (%)	Total N
Work with others, settle differences	38	(10%)	33	(9%)	31	(8%)	102
Willing to improve job skills, advance	7	(2)	14	(4)	10	(3)	31
General attitudes toward work	87	(24)	57	(15)	35	(9)	179
Understands value/importance of work	25	(7)	30	(8)	23	(6)	78
Mathematics	3	(1)	1	(a)#	2	(.5)	6
Reading	2	(.5)	3	(1)	0	(0)	5
Writing	0	(0)	0	(0)	1	(a)#	1
Speaking well enough to be understood	1	(a)#	2	(.5)	2	(.5)	5
Listening well enough to understand	4	(1)	11	(3)	12	(3)	27
Spelling, grammar	1	(a)#	4	(1)	3	(1)	8
Use of tools & equipment	2	(.5)	1	(a)#	1	(a)#	4
Quantity of work, amount of output	7	(2)	25	(7)	20	(5)	52
Quality of work, accuracy, no waste	21	(6)	27	(7)	32	(9)	80
Accepting advice and supervision	13	(4)	32	(9)	34	(9)	79
Following through on assignments	6	(2)	13	(4)	22	(6)	41
Initiative, plans, directs own work	10	(3)	12	(3)	8	(2)	30
Work habits, on time, dependable	101	(27)	58	(16)	49	(13)	208
General knowledge of business operations	5	(1)	1	(a)#	5	(1)	11
Recognizing, solving problems by self	7	(2)	10	(3)	8	(2)	25
Making decisions in own area of work	2	(.5)	1	(a)#	2	(.5)	5
Understands U.S. economic system	1	(a)#	1	(a)#	2	(.5)	4
Applying & interviewing for a job	0	(0)	2	(.5)	0	(0)	2
Personal health (avoiding illness, etc.)	1	(a)#	5	(1)	7	(2)	13
Good appearance (grooming, dress)	2	(.5)	1	(a)#	7	(2)	10
Safety conscious	1	(a)#	1	(a)#	4	(1)	6
Flexible	3	(1)	0	(0)	5	(1)	8
Specific skills required to perform job	5	(1)	6	(2)	11	(3)	22
Applying job skills to new situations	0	(0)	0	(0)	3	(1)	3
Understands career ladders, advancement	1	(a)#	0	(0)	2	(.5)	3
Other (Specify)	1	(a)#	0	(0)	0	(0)	1
No Response	14	(4)	20	(5)	30	(8)	383
Total	371	(100)	371	(99)**	371	(97.5)**	1432

* Employee Form B Respondents were recent high school graduates or dropouts. 85% have been on their first job 3 years or less.
\# (a) = less than 1/2%
** Percentage total does not equal 100% due to rounding.

TABLE 11. Skills Lacked By Recent High School Graduates or Dropouts Which Caused Them to Lose Their Jobs or To Be Unsuccessful After They Are Hired, As Nominated and Arranged in Order of Combined Rank for Employers and Employees

Competencies/Skills	Rank Employers	Rank Employees	Sum	Difference*
Work habits, on time, dependable	1	1	2	0
General attitudes toward work	2	2	4	0
Work with others, settle differences	6	3	9	+3
Quality of work, accuracy, no waste	3	6	9	-3
Accepting advice and supervision	5	5	10	0
Understands value/importance of work	7	4	11	+3
Quantity of work, amount of output	4	7	11	-3
Following through on assignments	8	8	16	0
Initiative, plans, directs own work	9	9.5	18.5	-.5
Willing to improve job skills, advance	12	9.5	21.5	+2.5
Recognizing, solving problems by self	10	12	22	-2
Listening well enough to understand	13	11	24	+2
Specific skills required to perform job	11	13	24	-2
Personal health (avoiding illness, etc.)	16.5	14	30.5	+2.5
General knowledge of business operations	19	16	35	+3
Making decisions in own area of work	14	22.5	36.5	-6.5
Safety conscious	18	20	38	-2
Flexible	20	18.5	38.5	+1.5
Good appearance (grooming, dress)	24.5	15	39.5	+9.5
Use of tools & equipment	15	25	40	-10
Mathematics	21	21	42	0
Spelling, grammar	24.5	18.5	43	+6
Applying job skills to new situations	16.5	27	43.5	-10.5
Reading	27	17	44	+10
Speaking well enough to be understood	23	22.5	45.5	+.5
Other (Specify)	22	28.5	50.5	-6.5
Understands U.S. economic system	27	25	52	+2
Understands career ladders, advancement	29	25	54	+4
Writing	27	30	57	-3
Applying & interviewing for a job	30	28.5	58.5	+1.5

*The rank order correlation coefficient, Rho, between the two sets of ranks was calculated to be +.85.

TABLE 12. Form A1 Respondents' Ratings Regarding Changes Needed in Emphasis by Schools on Various Skill Areas Over the Next Decade

Competency or Skill	AMOUNT OF EMPHASIS NEEDED: More or Much More N	(%)	No Change N	(%)	Less or Much Less N	(%)	Blank N	(%)	Total N	(%)
Interpret blueprints, instructions	365	(76)	79	(16)	10	(2)	29	(6)	483	(100)
Writing, spelling, grammar	418	(86½)	54	(11)	2	(1/2)	9	(2)	483	(100)
Arithmetic	393	(82)	79	(16)	1	(0)	10	(2)	483	(100)
Science	248	(51)	194	(40)	18	(4)	23	(5)	483	(100)
Technology (Applied Science)	358	(74)	99	(21)	5	(1)	21	(4)	483	(100)
Typing/Keyboard Skills	232	(48)	216	(45)	13	(3)	22	(5)	483	(101)*
Metrics	193	(40)	195	(40)	59	(12)	36	(8)	483	(100)
Human Relations	329	(68)	116	(24)	18	(4)	20	(4)	483	(100)
Decision Making	330	(68)	117	(24)	14	(3)	22	(5)	483	(100)
Flexibility, Learn New Skills	395	(82)	67	(14)	3	(1/2)	18	(3½)	483	(100)
Oral Communication, Speech	377	(78)	88	(18)	3	(1/2)	15	(3)	483	(99½)*
Economics of Business	361	(75)	100	(21)	4	(1)	18	(4)	483	(101)*
Civics/Government	155	(32)	266	(55)	33	(7)	29	(6)	483	(100)
Word/Information Processing	315	(65)	133	(28)	10	(2)	25	(5)	483	(100)
Business/Industrial Law	151	(31)	265	(55)	40	(8)	27	(6)	483	(100)
Foreign Language	88	(18)	246	(51)	118	(24)	31	(6)	483	(99)*
Use of Tools	234	(49)	188	(39)	33	(7)	28	(6)	483	(101)*
Computer Literacy, Applied	371	(77)	83	(17)	10	(2)	19	(4)	483	(100)
Specific Job Skills	250	(57)	169	(35)	24	(5)	40	(8)	483	(100)
Other (Specify)	30	(6)	2	(1/2)	2	(1/2)	449	(93)	483	(100)

*Percentages do not total 100% due to rounding.

TABLE 13. Employment Policies
(Employers: managers, personnel officers, supervisors)*

Question: Does your business employ recent high school graduates or dropouts? (Check each of the appropriate categories.)

Business Employment Policy	N	Percent**
Does not employ recent high school graduates	183	(13%)
Does not employ dropouts	224	(16)
Employs them on temporary or seasonal basis	414	(29)
Employs them on permanent, part-time basis	366	(26)
Employs them on permanent, full-time basis	993	(72)

* Employer Forms 1, 2 and 3 were mailed to each business with over 250 employees. However, business with less than 250 employees received only one of the three forms plus an employee form.

Form 1 Respondents: 74% were general administrators, managers, or executive officers.

Form 2 Respondents: 54% were personnel officers or personnel managers.

Form 3 Respondents: 38% were general administrators, managers, or chief executive officers and 36% were immediate or direct supervisors of new employees.

**Percentage totals are well over 100% because respondents could check more than one response.

TABLE 14. General Minimum Training and Educational Requirements for Most Entry Level Positions. (Employers: Supervisors)*

Question: What are the general minimum training and educational requirements for most entry level positions in your business which do not require post-secondary, collegiate, or professional training? (Check all that apply.)

Description of Requirements	N	Percent**
No requirements	122	(28%)
High school diploma	188	(44)
Some specific academic courses (e.g., science or mathematics)	44	(10)
Some training in a high school vocational or technical program	112	(26)
Completion of a course of training in high school vocational/ technical program	61	(14)
Demonstration of job-related competency	188	(44)
Other	28	(7)

* Employer Form 3 Respondents: 38% were general administrators, managers, or chief executive officers and 36% immediate or direct supervisors of new employes.

**No total for these seven percentages is given since respondents could check as many responses as was appropriate.

TABLE 15. Level of Difficulty in Hiring Well Prepared Employes Who are Recent High School Graduates (Employer Form 1)*

Question: How difficult is it for businesses such as yours to hire well prepared employes who are recent high school graduates?

Difficulty of Hiring	N	Percent
Very Difficult	90	19
Difficult	188	39
Not Difficult	120	25
Not Very Difficult	51	11
We generally do not hire them	10	2
No Response	24	5
Total	483	101**

* Form 1 respondents consisted of 74% general administrators, managers, presidents, or chief executive officers.

** Percentages do not total 100% due to rounding.

TABLE 16. Extent to Which Prior Work Experience is Considered When Hiring for Most Entry Level Positions. (Employers: Supervisors)*

Question: To what extent is prior work experience considered when you hire for most entry level positions in your business which do not require post-secondary collegiate, or professional training?

Description of Experience Considered	N	Percent
Work experience is not considered	13	(3%)
Work experience is of slight importance	49	(11)
Work experience is one of many factors	208	(48)
Work experience is one of the two or three very important factors	131	(30)
Work experience is the most important factor	24	(6)
Blank	6	(1)
Total	431	(99%)**

* Employer Form 3 Respondents: 38% were general administrators, managers, or chief executive officers and 36% immediate or direct supervisors of new employees.

**Percentage total does not equal 100% due to rounding.

TABLE 17. Attitudes Toward the Issue of Better Preparation of Students for Future, Nontraditional Employment
(Employers: managers, personnel officers, supervisors)*

Question: Do you think schools should provide better preparation to high school students for future, nontraditional employment? (Nontraditional employment occurs in a job classification where there are few others of a specific race, sex, age, or handicap represented.)

Attitude Toward Better Preparation of Students for Nontraditional Employment	N	Percent
Yes	707	(51%)
No	252	(18)
Don't Know	363	(26)
No Response	62	(4)
Total	1384	(99)**

* Employer Forms 1, 2 and 3 were mailed to each business with over 250 employees. However, business with less than 250 employees received only one of the three forms plus an employee form.

Form 1 Respondents: 74% were general administrators, managers, or executive officers.

Form 2 Respondents: 54% were personnel officers or personnel managers.

Form 3 Respondents: 38% were general administrators, managers, or chief executive officers and 36% were immediate or direct supervisors of new employees.

**Percentages do not total 100% due to rounding.

TABLE 18. Ratings of How Up-To-Date Community High School Vocational Education Programs Are

(Form 1)*

Question: How up-to-date are the high school vocational education programs (not post-secondary Vocational-Technical and Adult Education programs) in your community?

Element of Vocational Education Program	Completely Up-to Date N (%)	Moderately Up-to Date N (%)	Somewhat Out-of Date N (%)	Entirely Out-of Date N (%)	No Opinion N (%)	Total N (%)
Course Content	37 (8)	216 (45)	70 (15)	4 (1)	156 (32)	483 (101)*
Physical Facilities	95 (20)	204 (42)	45 (9)	10 (2)	129 (27)	483 (100)
Tools & Equipment	72 (15)	187 (39)	74 (15)	12 (3)	138 (29)	483 (101)*
Instruction	45 (9)	217 (45)	57 (12)	10 (2)	154 (32)	483 (100)
Career Counseling	32 (7)	141 (29)	112 (23)	49 (10)	149 (31)	483 (100)
Work Experience	19 (4)	141 (29)	125 (26)	44 (9)	154 (32)	483 (100)
Other	2 (1/2)	9 (2)	3 (1)	5 (1)	464 (96)	483 (100½)*

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* Percentages do not total 100% due to rounding.

* Form 1 respondents consisted of 74% general administrators, managers, presidents, or chief executive officers.

TABLE 19. Attitudes Towards Minimum Competency Testing in the Basic Skills Areas in the Public Schools (Employers: Supervisors)*

Question: Many public and professional educators are interested in minimum competency testing in the basic skills of reading, writing, and mathematics. Wisconsin recently passed legislation establishing a voluntary pupil competency testing program in local school districts. Do you favor the use of minimum competency tests for the basic skills in the public schools?

Responses to the question: "Do you favor the use of minimum competency tests for the basic skills in the public schools?"	N	Percent
Yes	402	(93%)
No	22	(5)
No Response	7	(2)
Total	431	(100)

* Employer Form 3 Respondents: 38% were general administrators, managers, or chief executive officers and 36% immediate or direct supervisors of new employees.

TABLE 20. High Schools' Responsibility to Provide Comprehensive Vocational Education Programs
(Employers: managers, personnel officers, supervisors)*

Question: In light of the fact that about 60% of our recent high school graduates or dropouts do not complete either a post-secondary vocational or collegiate program, how much do you agree with the following statement?

"It is a responsibility of our high schools to provide high school graduates a comprehensive vocational education program which leads to competencies and job preparation skills for the world of work.

Amount of Agreement with the Statement	N	Percent
Strongly Agree	601	(43%)
Agree	567	(41)
Disagree	155	(11)
Strongly Disagree	42	(3)
No Response	19	(1)
Total		(99)**

* Employer Forms 1, 2 and 3 were mailed to each business with over 250 employees. However, business with less than 250 employees received only one of the three forms plus an employee form.

Form 1 Respondents: 74% were general administrators, managers, or executive officers.

Form 2 Respondents: 54% were personnel officers or personnel managers.

Form 3 Respondents: 38% were general administrators, managers, or chief executive officers and 36% were immediate or direct supervisors of new employees.

**Percentages do not total 100% due to rounding.

TABLE 21. Willingness to become Involved in Explorations of Cooperative Arrangements Between Businesses and High Schools (Employers: managers, personnel officers, supervisors)*

Question: Would you or a representative from your business be willing to be involved in a state, regional, or local committee that would assess community needs for cooperative arrangements or partnerships between businesses and high schools?

Willingness to Become Involved in Committee for Partnership	N	Percent
Yes	327	(24%)
Perhaps	646	(47)
No	376	(27)
No Response	35	(3)
Total	1384	(101)**

* Employer Forms 1, 2 and 3 were mailed to each business with over 250 employees. However, business with less than 250 employees received only one of the three forms plus an employee form.

Form 1 Respondents: 74% were general administrators, managers, or executive officers.

Form 2 Respondents: 54% were personnel officers or personnel managers.

Form 3 Respondents: 38% were general administrators, managers, or chief executive officers and 36% were immediate or direct supervisors of new employees.

**Percentages do not total 100% due to rounding.

TABLE 22. Linkages with High Schools and with Post-Secondary Vocational-Technical and Adult Education Systems (Employers: managers, personnel officers, supervisors)*

Question: Does your business have a linkage, partnership, or cooperative arrangement with a high school or post-secondary Vocational-Technical and Adult Education system?

Linkage, Partnership, or Cooperative Arrangement		N	Percent
High School	Yes	469	(34%)
	No	839	(61)
	No Response	76	(5)
	Total	1384	(100)
VTAE	Yes	363	(26)
	No	836	(60)
	No Response	185	(14)
	Total	1384	(100)

* Employer Forms 1, 2 and 3 were mailed to each business with over 250 employees. However, business with less than 250 employees received only one of the three forms plus an employee form.

Form 1 Respondents: 74% were general administrators, managers, or executive officers.

Form 2 Respondents: 54% were personnel officers or personnel managers.

Form 3 Respondents: 38% were general administrators, managers, or chief executive officers and 36% were immediate or direct supervisors of new employees.